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Strong doubts cast on exam results studies

by Biddy Passmore

A leading statistician has published research which casts doubt on the value of most major comparative studies of exam results of recent years.

In a paper presented to the Royal Statistical Society, Professor Murray Aitkin and Nick Longford of the Department of Applied Statistics at Lancaster University, said any worthwhile study of school effectiveness must take account of each child's background, including ability on entry to the school, as well as the effect of the particular school on the child's performance.

Unless allowance was made for both these factors, the results were virtually meaningless.

The paper was especially critical of the statistical model used by [illegible] Marks et al. in their 1983 report *Standards in English Schools*, since they had no data on individual pupils and simply aggregated results up to school level.

But it also said the statistical models used by Professor Neville Bennett in his 1976 study of teaching styles and by Jane Steedman in her 1983 report based on data from the National Child Development Study were unsatisfactory because they ignored the effect on the child of the particular schools.

The method used by Professor Michael Rutter in his much-praised study *Fifteen Thousand Hours* was good as far as it went, Professor Aitkin said. But its small sample of 12 schools could only show that schools made a difference without giving convincing reasons why.

Now, however, efficient computer programming has made it possible to carry out analyses as sophisticated as Rutter's on a large scale.

Professor Aitkin's paper has appeared as the Department of Education is considering proposals for research comparing the effectiveness of individual schools. Until now the Department has only been able to make relatively crude comparisons between the performance of l.e.a.s which, according to Professor Aitkin, suffer from the same defect as the Cox and Marks comparisons because they have no data on individual children.

Professor Aitkin told *The TES* this paper was to establish an agreed basis for future research on the effectiveness of schools and teachers. He said it would now be possible to compare the movement of standards over time and to establish, for instance, how effective schools were at educating children of different abilities.

It is understood that most speakers at the meeting of the Royal Statistical Society – traditionally a forum for robust debate – agreed with the paper.

But Mr Barry Wakefield, chief statistician at the DES, said he felt Professor Aitkin had overstated the case against aggregating results up to school level. Policy had to be evaluated on the basis of the data that were available, he argued.

Bleak prospects: a housing estate in the Everton district of Liverpool – typical of the kind of urban deprivation described in the Church of England report on the inner cities. Summary, pages 10-11.

Deal set to break impasse

by Richard Garner

A significant breakthrough in linking talks on college lecturers' pay and conditions of service has been achieved by employers and union negotiators.

The employers' side believes the deal – agreed last Friday – shows how the impasse which has bedevilled discussions on a new contract for primary and secondary teachers could be overcome – given goodwill on both sides.

Key union leaders on the primary and secondary panel are also convinced the deal will help pave the way for a successful resumption of restructuring talks – once this year's ten-month-old pay dispute is settled.

Under the deal, a pay claim would still have to be tabled in the Burnham further education committee but detailed discussions linking pay to conditions of service would be carried out in the national joint council set up six years ago to consider conditions. Any pay recommendations would have to be taken back to Burnham for ratification to comply with the Remuneration of Teachers Act. The Act legally stipulates that the Burnham committee is only for pay bargaining.

Support for the idea of a national joint council negotiating body for primary and secondary teachers came this week from Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers.

"If you cannot negotiate pay and conditions alongside each other, you end up selling your conditions for nothing," he said in his union's journal.

In the pay dispute, the NUT has asked Mr Norman Willis, TUC general secretary, to convene a meeting with the NAS-UWT in an attempt to settle the two unions' differences.

Sir Keith urged to quell inner cities report storm

by Mark Jackson and Bert Lodge

An appeal to Sir Keith Joseph to intervene to calm the furore over the Church of England's inner cities report is to be considered by its authors.

The report's call on Church and State to tackle the gross inequality it describes is being treated by other ministers involved in the row as an act of political hostility by the Archbishop of Canterbury. The 18 churchmen he commissioned to produce the report. The commissioners believe that the ministers have failed to grasp the report's central purpose, which is to set the agenda for a national debate on priorities and the urgent moral dilemmas posed by economic and social change.

Sir Richard O'Brien, the widely respected former Manpower Services Commission chairman who headed the inquiry, is known to be contemptuous of the Government's attempts to smear the report as, in turn, Marxist inspired crypto-socialist, or naïve and amateurish.

But he said on Wednesday that Sir Keith, with his declared concern for moral values and his intellectual bent, was the senior minister most likely to be able to grasp the moral issues and to treat them seriously.

The proposal to invite Sir Keith to intervene came from the headteacher on the commission, Mr John Burn. He is the head of a Tyneside community comprehensive which serves deprived housing estates and is also vice-chairman of the Newcastle diocesan education board. He said that anyone involved in education must feel strongly about the issues the report raises on the future of young people.

Mr Burn told *The TES* that Sir Richard had tried unsuccessfully to secure discussions with the last Conservative Party chairman, Mr John Selwyn Gummer, who is a member of the General Synod, so the report could [illegible] the Government's point of view on the issues [illegible]

● The report's call on Church people living in the inner cities, particularly the clergy, to turn their backs on private schooling was denounced by Mr Bruce McGowan, head of Haberdashers' Aske's School and chairman of the Head Masters Conference, as a violation of the fundamental freedom of parents to choose the best education available. "The authors of this report make the moral and personal predicament of inner city clergy much more difficult," he said.

The commission, reporting after a two-year survey of deprived urban areas, also admits church schools can be an obstacle to racial harmony and calls for joint Anglican-Roman Catholic schools offering places to Muslims and other faiths. Representatives from ethnic minorities in the neighbourhood should sit on governing boards.

In the inner cities church schools should be community schools with local people not professionals making the decisions.

Assessment: internal audit plan by consultants

A City firm of management consultants claim to have found a new way of assessing the performance of schools and want to sell the idea to the London borough of Croydon for £60,000. [illegible] *Bayliss writes.*

Spicer and Pegler Associates have approached Croydon and offered their scheme which, in its current form, would give schools marks out of 100 for effectiveness. The NUT, which has condemned the idea, is drawing up a rival scheme for whole-school assessment.

The commercial method – which has been described by Croydon's director Mr Donald Naismith as an "internal audit" – would be based on an input and output model.

The consultants, who are also chartered accountants, would assess what goes into schools – spending on staff, buildings, books and resources, as well as pupils' home backgrounds – and what comes out – employment rates among school leavers, numbers going on to further education and exam results.

Mr Naismith said he believed the proposal deserved "very serious consideration" because it seemed to have found a way of assessing schools on their own terms rather than simply on examination results.

He believed it would lead to better reputations for schools whose exam results had never been "top of the league" but which were found to be doing well given their circumstances.

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TIMES PAST
THE TIMES
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A call for action

It is initially difficult to separate the Archbishop's Commission report on the inner cities (pages 10, 11) from the Government's disreputable attempts to discredit it before it had even appeared. Presumably that is the trouble with appointing Mr Norman Tebbit as minder of Mrs Thatcher's Government: he is not the man to observe the Queensbury rules, least of all when dealing with a bunch of do-gooding churchmen.

It can only be a matter of speculation whether the ploy worked or not. Certainly weekend comments on Marxist theology whetted appetites all round and must have enhanced the sale of the report. And when Ministers like Mr Kenneth Baker popped up on TV and radio to heap rubbish on the very idea that there might be anything less than perfect with the inner cities, they made themselves look a good deal more ridiculous than Sir Richard O'Brien, the Bishop of Liverpool, Professor A H Halsey and the rest of the well-qualified and well-intentioned team which has spent two years studying the multiform troubles of inner urban Britain.

The central fact of the matter – the key to the Government's acute sensitivity to criticism from the Church of England – is the deterioration in the quality of life in the cities which is there for all to see. The Government's apologia fail to get to this point: things in the inner city are bad and getting

worse. This suggests that present policies may not be a complete answer to their needs.

The O'Brien report must have been in draft before Handsworth and Brixton 1985. The conditions it describes, the hopelessness it deplores, the alienation it anatomizes – these have their likely outcome in more insecurity and rioting, more environmental deterioration, more anti-social behaviour, drug-taking and crime, more despair. It is not enough to answer the points made by the commission by pointing to existing policies. Inner cities now are evidence that existing policies are inadequate. The Archbishop's men and women are articulating a widespread belief that the inner cities need higher priorities – priorities based on moral principles which acknowledge that those who now live comfortably in Mrs Thatcher's Britain should be prepared to give up some of their financial privileges to do more for those at the bottom of the heap. If the Church of England cannot put this view forward without being labelled Marxist, things have come to a pretty pass.

The education section of the report deals both with public education policy and with the Church's own direct contribution. By putting unemployment and all that it does for the motivation of young people in the urban secondary schools at the forefront of the discussion, the report puts up a frontal challenge to the kind of rhetoric we have become accustomed to from Lord Young. "When school appears to have nothing to give, or when what it gives apparently leads to nothing, there is clearly a problem in finding a way to make its value and authority accepted. Young people who have nothing to lose will not fear punishment."

The commission's voice is not added to those who want much better pre-school provision in the inner cities. In fact, better pre-school preparation now stands out as the most obvious way in which a reforming Education Secretary could raise standards. The research evidence is there to show it would work but, strangely, it seems to be the one tried and tested recipe for improvement which Sir Keith Joseph, for all his concern for standards and his fidgety willingness to meddle, has shown no interest in.

The Church itself comes in for plenty of criticism, particularly in the important sections on youth work and in the comments offered on the impression which clergy and bishops sometimes convey of knowing more about, and being more interested in, the independent schools than the maintained.

To some it will be a source of criticism – to others, of comfort – that the report contains little new. Most of the remedies and policy initiatives it discusses have been on the table for some time. It has a whiff of centrist, Alliance-like, reasonableness, and a willingness to invoke collectivist solutions which (such is Mrs Thatcher's achievement) now sound like a reversion to the 'sixties and 'seventies and a time when people still thought social problems were soluble or at least amenable to amelioration by state intervention. In this sense it is an optimistic document even if the picture of the inner city which it paints is gloomy: it actually believes that things could be made better by deliberate political action.

COMMENT

Moving to a climax?

The Honeyford affair appears to be moving to a climax. Mr Honeyford has now indicated that he is prepared to take early retirement provided the l.e.a. offers terms which compensate him adequately for being forced from office. He and his wife have come under great strain as a result of the street campaign which has been waged against him and he has now recognized that his opponents have succeeded in making his position untenable.

Andrew Brown, the chief reporter of *The Spectator*, has published a timely pamphlet entitled *Trials of Honeyford* (Centre for Policy Studies, £3.90) in which he recounts the main outline of the story and reprints, as an appendix, two of the articles which appeared in *The TES* and *The Salisbury Review* in 1983, which came to exercise an almost mythic importance in the hounding of Mr Honeyford.

Mr Brown's account is usefully detached – he seems to have appalled some well-known figures at the Centre for Policy Studies by his fair-mindedness – but while he got alongside Mr Honeyford and his main critics, he does not seem to have made any great efforts to find out what the members and officers of the l.e.a. made of the whole affair. This is a major defect in an otherwise informative and interesting analysis which recognizes weaknesses in Mr Honeyford's position, while also recording the disgraceful nature of the agitation which has beset him.

Mr Honeyford's articles only became a cause of acute contention because a group of passionate opponents chose to make them more important and more provocative than they were. He attacked some approaches to multicultural education. His combative style of polemic offended some of those in Bradford who were most closely associated with the multiracial policies which the Bradford Council had adopted. It was from the Town Hall that the first steps were taken which made him a *bête noire*. In his own school, however, where 80 per cent of the pupils came from ethnic minority groups, it is clear that he carried out the council's policies. It was his views not his conduct which offended.

What is not in question, however, is that Mr Honeyford was unwise, as the head of a school with a large ethnic minority population, to write and speak about multiracial issues in the way he did. He could not, even if he wanted to, speak for himself alone. He could not lay aside his public role. As he became drawn further into controversy his every word came under close and hostile scrutiny and remarks which, made by another in a different context would have passed unnoticed and without giving offence, became the subject of instant accusations and counter-accusations.

Many people will conclude that Mr Honeyford contributed to his own difficulties. But who might not find himself doing so, when caught up in the war of words and slogans which broke about his head? Read in a particular way and in the context of Bradford racial politics, some of his words were insensitive and open to the kind of constructions which nowadays attract accusations of racism. His misfortunes only serve to emphasize the care which heads and, indeed, all concerned with the schools, have to exercise in racial matters.

If Mr Honeyford did, in some measure at least, dig his own pit, this cannot be held to justify his persecution by the anti-Honeyford campaigners, nor would it justify the l.e.a. in sacking him on grounds of professional dereliction. But it is clear that Drummond Middle School now has to have a new head who can pick up the pieces after this destructive and unedifying episode. Bradford will have to buy Mr Honeyford out and this will cost money which could have been better spent. Also Britain becomes that much less a good a place to live in every time the fruit of tolerance is drawn a bit tighter.

Heresy-hunting is a form of blood sport this country can well do without. The practical business of multiracial education is hard enough without the proliferation of shibboleths and verbal tests of sincerity and doctrinal purity of the kind which Anne Sofer has spotted, in her back page piece on interviews.

Flesh on the bones

The 1981 Act provided a minimal legal framework by way of implementation of the Warnock Report on special education needs, and since then there has been no great rush of resources or inspiration to put flesh on that frame.

Progress towards eliminating labels or changing attitudes – let alone integration into the mainstream of schooling – has been correspondingly slow and patchy. Sometimes it has seemed that multiplication of bureaucratic procedures and of educational psychologists has been the main result of the desired intention to give parents a say in assessment statements.

So the news (page 8) that the DES is to issue guidelines to local authorities on how to make parents' involvement a practical reality – by helping them to draw up their own profiles of their children – is welcome, though it should be noted that both groundwork and guidelines have been provided by voluntary group pressure, rather than any Government initiative.

But the crucial question, now that the assessment procedures are being sorted out, is how children's special needs are to be met once they have been identified in the statements.

That is why it seemed an appropriate time for the Voluntary Council for Handicapped Children to write again to the Education Secretary to try to persuade him to change his mind about setting up a national advisory comittee to monitor implementation of the Act.

Sir Keith Joseph turned down the first proposal only last February, on the grounds that monitoring was the job of Government departments, ministers and HM Inspectorate, so he is not very likely to change his mind now. Nor is it easy to see how useful such a body would be in providing advice to a Government which has so resolutely set its collective mind against quangos, do-gooders, and, indeed, any source of outside advice.

But there is now widespread feeling, even among those who feared originally that such a body would be useless without teeth, that there is such a danger of fragmentation that a national group is essential if only for the dissemination of good practice.

Certainly what is most dismaying is that few l.e.a.s are devising any systematic policies on how to meet special needs in the ordinary classroom, and what the implications for staffing and specialist support would be.

Most l.e.a.s can plead other pressures and lack of resources, but the sad consequence of such a failure to think about policy is that when action is taken it is likely to be in the form of integration without proper back-up, in response to pressure groups.

Mainstreaming on those terms is more likely to lead to isolation than integration, and HMI has already put down a preliminary marker of concern on this score in recent reviews of local authority spending policies.

The Inspectorate has not yet collected enough evidence on integration in practice in the course of normal visiting to devote a paper to the issue and is unlikely to be able to do so for many months – so much for Sir Keith's assurance that monitoring can be left to them – but inspectors are known to be worried about some of the integration on the cheap that they have seen.

If, however, any l.e.a.s were to set out coherent policies for meeting special needs in the ordinary classroom, together with implications for staffing, there might then be a convincing case on resources to argue.

What we can be sure of is that the Government will not itself initiate national plans that imply open-ended financial commitments. A national advisory committee could act as a focus for concern, but l.e.a.s themselves need to devise coherent policies in the knowledge of the Government and resources that we have.

To measure value added

The fact that statistics can now confidently assert that the effects of different teachers and schools can now be measured with accuracy and confidence, as Lancaster's Professor of Applied Statistics, Murray Aitkin, says, (page 1) may be seen as a benefit or a threat – but it is certainly an enormous change, brought by the marriage of statistical technique and computing power. One certain benefit is that crude analyses of the exam results of different schools should become a thing of the past.

Some local authorities are already using carefully weighted analyses to compare the results of their schools. But it still isn't cheap or easy to apply the new techniques. For one thing, according to Professor Aitkin, they need longitudinal studies to provide measures of what individual pupils bring to schools when they arrive. Inner London's study following children through junior schools, to be published next year, is a good example of the new possibilities.

Among other things, it will show that while children's measured attainment at the junior stage is still closely linked to factors in their home backgrounds, the progress they make varies enormously from school to school.

Professor Aitkin believes that this sort of work, done across schools in different authorities, should be able to tell us much more about the effects of different resource levels, teacher-pupil ratios, and the approaches and attitudes of different teachers and schools, on pupils' performance.

The Department of Education and Science is now inviting bids for research projects investigating educational outcomes in different schools within authorities, since their present data only allows uninformative comparisons between authorities. Now also seems the right time for a new major longitudinal study, tailor-made to make the most of the new statistical techniques, which hold out the promise of much more precise and complete information about the factors that make for successful teaching and schools than existing data can provide.

... no comment

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MPs told national criteria require improved training

by Sarah Bayliss

The new national criteria on teacher training have highlighted the need for longer, more sophisticated primary training, MPs were told this week.

Giving evidence to the Select Committee on Education, representatives from university departments of education and from the public sector training institutions were unanimous in calling for a two-year Postgraduate Certificate in Education to replace the existing one-year course.

They also called for an obligatory and systematic induction programme for new teachers, giving them time off and support from inside and outside school during their probationary year.

Criticisms of the national criteria being applied by the Council for the Accreditation of Teacher Education were also voiced. Mr Michael Bruce, chairman of SCETT – the Standing Committee for the Education and Training of Teachers in the Public Sector – said recent improvements in BEd courses were jeopardised by the criteria. "They seriously limit the freedom of institutions to plan the sort of courses they think most appropriate."

The recruitment of mature students was becoming an urgent issue, given the fall in applications this year for teacher training. But one new criterion stated that 75 per cent of all new students must have standard qualifications for degree entry. This threatened successful courses which had hitherto accepted more than 25 per cent of students via "access" courses and other routes.

SCETT believed that since the 1970s a good balance had been struck on BEd courses between applied education and the academic study of subject areas. But another new criterion was insisting that the equivalent of two years must be spent on the advanced academic study of specialisms.

Mr Bruce said it was strongly feared that issues such as multicultural education, meeting special needs, relations with parents and work across the curriculum would be neglected "given that two years will be pre-empted by the CATE subject criteria."

Mr Malcolm Lee, past president of NATFHE and tutor at Doncaster Institute of Higher Education, said there was a price tag on the criteria. For instance, releasing college staff to obtain relevant experience in primary teaching cost money in terms of covering for their absence.

Mr Alan Bamford, principal of Homerton College, said he considered half a day a week was the "minimum" time which a trainer should spend in classrooms, but to make this possible at Homerton he needed more resources.

Mr Lee said a great deal was being expected of trainers. Recently he had seen an advertisement from a North Wales college requiring a graduate to teach honours level maths to BEd students. Candidates had to have recent, relevant and substantial experience in primary teaching and preferably, they would be able to speak Welsh. He had not been surprised to see the post readvertised several times.

A team of four from the Universities Council for the Education of Teachers (UCET), advocated more joint appointments between universities and schools with proper guarantees of security.

Mrs Audrey Curtis, a tutor in child development at the London Institute of Education, said UCET was not against secondary teachers becoming primary teachers. But it was vital that candidates were personally suited to teaching younger children and that they had not been unsuccessful in working with older children.

"There are a lot of people in the primary sector who feel that secondary people are being sent down to them for the wrong reasons."

A one-year retraining programme would be ideal but as a minimum there should be at least one term followed by a year's induction programme.

She had met a secondary-trained teacher who had been "teaching 14-year-olds one week and four-year-olds the next," without any retraining.

Training, retraining, in-service training and educational research should be planned and co-ordinated as a coherent whole, said the chairman of UCET, Professor Paul Hirst, from the department of education at Cambridge.

The DES was currently reviewing financial support for in-service and legislation was expected. It was vital that institutions should have a role in planning and that short courses devised by local authorities should not be the overriding priority.

There needed to be long secondments for teachers to take up academic study in universities over a term or a year.

Computer team on line to help maths mistakes

by Susannah Kirkman

A team from the National Foundation for Educational Research is developing a computerized package to help primary teachers diagnose their pupils' most common mistakes in arithmetic.

Not all teachers are able to analyse children's errors in enough detail, according to Mr Neil Hagues, a research officer at the NFER's Test and Development Unit. "She could do it when I taught her, but she forgot it two days later," was one explanation frequently given by teachers for children's mistakes, Mr Hagues said.

Other teachers did not have time to build up a clear picture of where pupils were going wrong.

But the NFER's new computer programme, which has been tested at over 20 primary schools, will quickly identify pupils' problems with subtraction and addition. Children will answer a series of questions flashed up on a computer terminal. The answers will all be checked to see if the pupils have made any of the sixteen most common errors in subtraction or addition.

If the children answer correctly, or a clear pattern of events has emerged, the test will stop. Otherwise, the computer will search for consistent mistakes in a further series of questions. It will store the results so that teachers can use them as a basis for remedial work.

Two-thirds of children tested by the NFER made consistent mistakes which accounted for at least 50 per cent of their errors, Mr Hagues said. Children rarely made irrational errors when carrying out simple operations such as subtraction.

The test will be available next year.

Money for deprived pupils

Primary schools in Birmingham with a high proportion of children on free meals will qualify for extra resources next year.

The schools, where as many as seven out of ten pupils receive free lunches, are to benefit from a one-off additional allowance of £50,000 for equipment, books and materials. Forty extra teachers are being drafted in.

The scheme was approved by Birmingham's education committee last week and will be included in next year's budget.

Mr John Charlton, Labour chairman of the schools sub-committee, compared the decision with the 1967 Plowden recommendation that educational priority areas be given a special claim on resources.

He said that the proportion of children receiving a free meal was a good indicator of social need and that there was no point in the city doing further research to establish where extra help was required.

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NEWS

De La Salle wins a further reprieve

A late concession by Sir Keith Joseph has staved off closure for De La Salle College of Higher Education in the latest chapter of the college's three-year battle for survival.

Sir Keith has given the Roman Catholic college until March 31 next year to come up with a fully developed merger proposal with the Liverpool Institute of Higher Education. This effectively means that the college will stay in business until 1989 to see through the last of its 630 students, even if the merger proposal is ultimately turned down.

But the Education Secretary has also agreed to an additional intake of 200 students to diversified courses next autumn, thus raising hopes of a permanent stay of closure.

The concession was contained in a letter from Sir Keith to the Bishop of Salford, chairman of the board of governors, only a day before the board was due to meet on Nov 29.

It is yet another rebuff to the National Advisory Body following his ultimatum on teacher training, which will be raised at an emergency meeting with Sir Keith next Thursday.

In addition to heated exchanges on the timetable for revised advice on teacher training and the future of De La Salle College, NAB members will raise the issues of capital spending on polytechnics and colleges and the size of the advanced further education pool.

Sir Keith will be warned that the level of cuts necessary in 1987/8 now seems certain to be twice that originally forecast because of the £15 million shortfall in this year's budgets. The commitment to restore funding levels next year would mean cuts of 10 per cent in first-year student numbers.

They will also complain that £4.5 million has been cut from the provisional budget for capital projects.

Members of the NAB committee, meeting for the first time under the chairmanship of Mr George Walden, under-secretary for higher education, unanimously refused either to meet Sir Keith's new May deadline or to accept his alternative that allocations for 1987–90 should be set by the DES.

Mr John Bevan, the NAB secretary, said later: "The issue is not just one of timing. It is the relationship between the committee and the Secretary of State in offering him advice on how to conduct our overall planning exercise." He said that the reduction in the capital budget and the rejection of NAB advice to close De La Salle had added to the tensions which had led to the request for Thursday's meeting.

The committee also decided on Monday to reprieve Huddersfield Polytechnic's department of architecture but to recommend the closure of the department at the North East London Polytechnic. Dr Gerry Fowler, director of NELP, has threatened to sue the Education Secretary if he accepts the advice. – *THES*.

George Walden

Act seen as barrier to change

The need to observe the Sex Discrimination Act has now become a further obstacle to local education authorities considering school reorganization schemes.

A High Court judge ruled last Friday that Avon County Council's plan to close Merrywood Boys' School while retaining two girls' schools was in breach of the 1975 Act.

"To deprive boys, but not girls, is to treat boys less favourably," Mr Justice Taylor said.

His ruling, and his decision to quash the proposal to close Merrywood school, have been greeted with jubilation by local parents, who had formed an action committee and raised 1863 objections. They were backed by a new national pressure group, PACE (Parental Alliance for Choice in Education) of which a leading member is Mr Fred Naylor, the right-wing education campaigner.

But Dr John Glendinning, Labour chairman of Avon education committee, said it was a "depressing" judgment, made under an Act that appeared more relevant to El Vino's wine bar than to education.

"The great tragedy," he added, "is that meanwhile education in south Bristol is steadily deteriorating." He thought it unlikely that the council would appeal because there had already been such a great delay over reorganisation.

"It's a very awkward judgment for l.e.a.s all over the country," Dr Glendinning said. "It means they can't close a single sex school without closing another to match it".

CET director

Mr Richard Fothergill, director of the Micro-electronics Education Programme, has been appointed to succeed Mr Geoffrey Hubbard as director of the Council for Educational Technology.

Axe student grants call

Student grants should be abolished and the money saved be handed to the University Grants Committee to distribute to individual universities, who would then run their own student aid offices. Professor Robin Marris of London's Birkbeck College – who made this proposal last night in the Suntory-Toyota Lecture at the London School of Economics – said it would save public money and make universities more flexible and independent.

An article based on other parts of Professor Marris's lecture is on page 4 of this week's *TES*.

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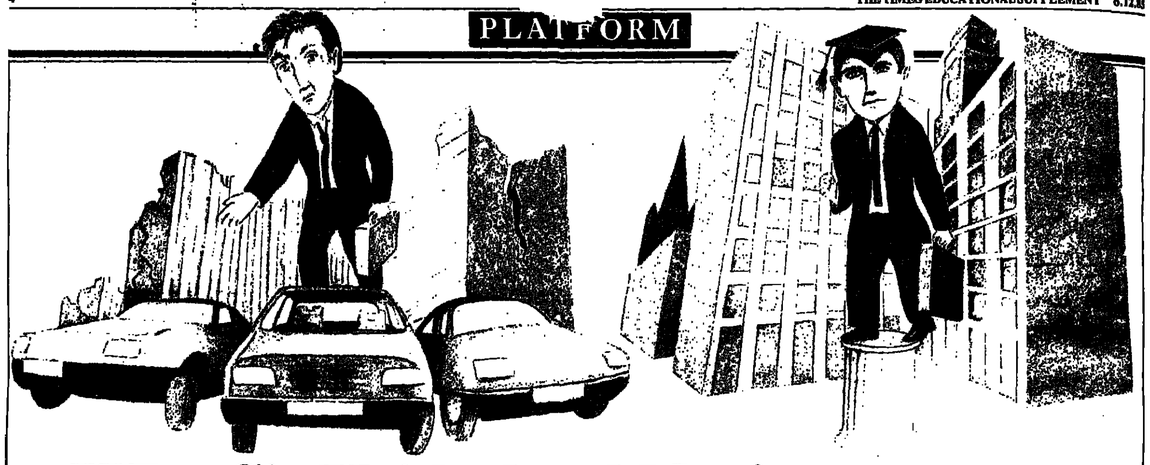


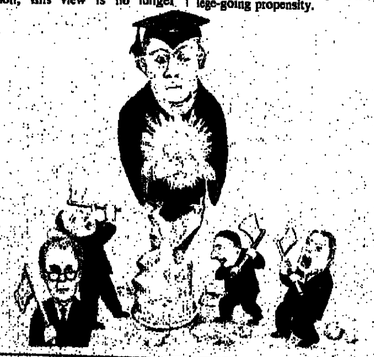
Why Sir Keith should be impeached

Professor Robin Marris presents a case for the prosecution

There is little doubt in my mind that if a judicial process were available for impeaching baronets, Keith Sinjohn, second baronet Joseph of Portsoken, City of London, would be convicted of treason for systematically trying to degrade the nation's higher education system. Unlike many other parts of the British economy and society, as far as quality and efficiency are concerned, higher education is an area where we literally lead the world. The academic standards of our degrees are universally admired, and it is widely accepted that we manage to teach students as much in three to four years as other countries do in five to ten. This is in marked contrast to our position in other international league tables – for example, the one for productivity in manufacturing industry (see chart). If the comparison were confined to the car industry alone, it would look even worse.

Yet we have the spectacle of a Government which claims to be devoted to improving efficiency, not only refusing to recognize these facts, but more or less saying that it doesn't care. I used to think that Sir Keith Joseph was well-intentioned, and that his faults of policy were partly due to misinformation or pressure on public spending. But since the publication of the so-called "Green Paper" on higher education, this view is no longer tenable. It is now clear that he does know the relevant facts: some of these are actually hidden in the Green Paper's appendices; others are available in various forms in other Government publications. But the policies described in the words of the Green Paper have been condemned by almost everyone who has read them. For example, in a recent speech Dr David Owen described the Government's attitude as "narrow, carping, malevolent and incompetent".

It is difficult to think of stronger words than these, but, as a matter of fact, from the point of view of the general public (and more especially from the point of view of parents of children now aged around 15), the situation is more sinister even than David Owen's strong words imply. For the Government's policies appear like a deliberate attempt to arrest the progress of upward social mobility in this country. Ministers are basing their student-numbers forecasts on the assumption that the upward trend in the propensity for manual-workers' children to go to college will cease, and also that the upward trend in the propensity of girls of all classes to go to college will cease. They are also assuming that the children of graduate parents whose own parents were not graduates will show their grandparents' rather than their parents', college-going propensity.



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All these assumptions are sociologically ridiculous. The Government knows they are ridiculous and knows that everyone knows they know. But, rightly or wrongly (wrongly, in my view), because British higher education, apart from being exceptionally efficient, also suffers from being exceptionally dependent, as compared with other countries, on the public purse, the Government ultimately controls the student numbers. So it has the power to turn these "forecasts" into prophecies. So people who vote for Thatcherism as opportunity-creating are being cynically cheated. The Government's policies will undoubtedly reduce opportunities for personal advancement in British society, now and in the future. And that, it seems, must be the intention.

The Government tries to justify its posture on higher education by a general need to save public expenditure. This could be convincing but isn't. In the first place, the argument completely fails to comprehend the true character of the contemporary public expenditure "problem". It is true that public expenditure has reached a record share of the national income. But that is entirely the result of unemployment and the high cost of servicing the national debt at the grotesque current interest rates. The share of "real" things, like education, health, defence, public administration, has been constant in the national income for the past decade and a half. In other words, what the Government is saying to education and other similar vital national sectors is "because we are making a complete mess of managing the economy *you* have got to suffer". This is a terrible indictment, especially as the damage will continue long after most of the Government, and certainly Sir Keith Joseph, are dead.

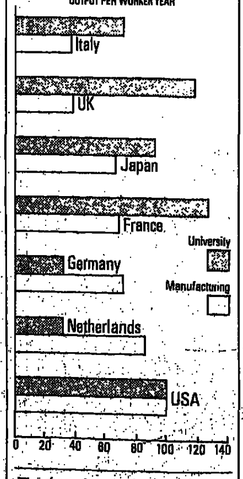
In the second place, the Government has not seriously investigated alternative financial and administrative structures that could permit British higher education, and especially the universities, to expand to serve the nation with a less direct taxpayer cost. Admittedly, there was a crude and politically abortive attempt to substitute student loans for maintenance grants, but the problem is much more complex, much more "total" than this initiative comprehended. We have to find a scheme which increases, and is seen to increase, the access of all classes to the system; not just reduce an apparent middle-class privilege.

As a smokescreen for their appalling policies, the Government has been trying to spread the idea that, rather than being extremely efficient, British higher education institutions, and more especially the universities, are vaguely incompetent or at least "unbusinesslike". Through the medium of a worthy body called the Committee of Vice Chancellors and Principals, the Government provided a large sum of money for a firm of management consultants to study university efficiency.

This led to a document known as the Jarratt Report, so named after its chairman, Sir Alex Jarratt, vice-chairman of the Midland Bank, an organization not renowned in international circles for superior business efficiency. In the middle of their report, the Jarrattees pronounced the following amazing words: "Measures of input are far better developed than mensures of output. It is agreed that far more work needs to be done on measures of output."

Given that in science or business, "efficiency" means the ratio of output to input, this is like saying, "We were asked to measure efficiency, but we couldn't find the data for the numerator of the fraction, so we have given you just the denominator instead". In short, they didn't measure efficiency at all. The analogy is not with "half a loaf", but with the curate's egg.

The cream of the joke (not a funny one) was that there do exist in official national and international sources the data required for measuring academic efficiency. There are data on degrees and diplomas awarded and data on teachers and administrators employed. All one has to do is to divide the one set of numbers by the other.



The chart above is a sample.

Why is British higher education so efficient? Part of the answer lies in the quality of the raw material, ie students. In this country, university entrants are specially well prepared. They are also better and more intensively taught than in most other countries. So the completion rate is fast, the drop out and failure rates low.

Another reason for the efficiency is that during the decade and a half up to 1981 the system displayed the typical behaviour of an expanding industry: output grew faster than input. It was one of the few sectors in the economy in that period, where real wages did *not* tend to run ahead of productivity. The Government knows this, but would die rather than refer to the fact: their present policies are designed to put the process into reverse, and will therefore tend to reduce, rather than increase, both university and national efficiency.

Finally, teaching, and especially higher-education teaching, is the kind of thing the British tend to do well. It is the other side of the coin of our industrial decline: a recent poll of attitudes among young people aged 13 to 19 gave teachers generally two and a half times the social rating of industrial managers.

Of course, everything is by no means lovely in our garden. The fact that we have a fine educational system and bad economic record is a grave and most unfunny contrast. There has been much discussion of the reasons for it, and many people think that the two sides of the coin are directly linked. Our industrial decline is blamed on excessive academic emphasis and general elitism in our secondary schools and sixth-form colleges. But the same factor helps the minority who get to college to be well prepared. For example, the great majority of American college entrants would not be able to pass a British maths O level (not additional) let alone an A level. And most readers of this article who think they still know French would fail on grammar in a French O level.

So, surely, if, instead of the present Government, one were dealing with a government whose attitude to higher education was inspired by patriotism, rationality and the public interest, one would accept much need for change. A sane policy would involve a massive further expansion of higher education in this country, to bring it within the reach of the much broader segment of the population who could benefit. In the jargon of the business, the "age-participation rate" (proportion of the 18-year age group that goes to college) needs to be sharply increased. But the character of the expansion should be, and would need to be, different from the past. Without losing our reputation for high quality, we would need to move some way in the American direction, with less severe academic emphasis, and less early specialization in fifth and sixth-forms. I have no doubt, whatsoever, that the whole higher education system, not only universities, but also our excellent polytechnics and other colleges, would effectively and enthusiastically respond, and would continue to be highly efficient.

This article is based on part of the Sunley-Toyota Lecture given by the author at the LSE this week.

NEWS

Increase in child smoking worries DHSS ministers

by Diane Spencer

A new survey showing that one in five secondary school pupils smokes has alarmed Government ministers.

The survey by the Office of Population Censuses and Surveys suggests that the number of child smokers is increasing in some age groups – particularly 14 and 15-year-old girls.

And the Government has reacted to the report by announcing it is to spend £1 million on a television campaign aimed at 11 to 16-year-olds.

Mr Rory Whitney, Parliamentary Under Secretary for Health, said that there was evidence that the great majority of adults who smoked took up the habit in their teenage years. "It is therefore vital that we step up our efforts to dissuade youngsters from starting to smoke in the first place."

The survey covered 9,234 pupils in almost 300 schools in Great Britain in 1984. A similar survey was carried out in 1982.

The new survey showed:

- a disturbing increase in the number of fourth-year girls taking up smoking: 24 per cent compared with 15 per cent in 1982, whereas the number of boys rose by 2 per cent;
- 22 per cent of all secondary school pupils smoked (19 per cent in 1982);
- 13 per cent smoked regularly, a 2 per cent increase on 1982; and
- 31 per cent of boys smoked regularly in the fifth year (1982: 26 per cent) while the figure for girls stayed at 28 per cent.

Judging by the survey, which was carried out for the Department of Health and Social Security, boys experiment with smoking earlier than girls, but girls catch up during their second year. It also suggests that almost a quarter of regular smokers have 10 or more cigarettes a day.

There was little regional variation in the sample. Welsh teenagers smoked slightly fewer cigarettes and the prevalence was higher in southern England than elsewhere in England and Wales.

Pupils who smoked were more likely to have parents and brothers and sisters who smoked. In England and Wales 29 per cent of pupils whose brothers and sisters smoked were regular smokers, compared with 8 per cent of pupils with non-smoking siblings.

Although most pupils accepted that smoking was associated with health risks, about one-third thought smoking was only harmful to those who smoked a lot.

The survey suggests that 11 to 15-year-olds are smoking between 19.6 and 26 million cigarettes a week – at an annual cost of between £70 million and £90 million.

Smoking among secondary school children in 1984, by Joy Dobbs and Alan Marsh, OPCS social survey division. HMSO £10.50.

£1 million is to be spent on an anti-smoking television campaign

Labour to consider new mandatory grant scheme

by Biddy Passmore

An end to parental contributions to student grants and the extension of mandatory grants to many more full and part-time students are key features of a £700 million a year student support package recommended to Labour education spokesmen this week.

A working party chaired by Lord Glenamara, the former Education Secretary Ted Short, also proposes the introduction of maintenance allowances for all 16 to 19-year-olds, which is already well-established Labour policy.

The working party's report contains four key proposals:

- restoration of the value of mandatory grants to 1979 levels, costing £110m;
- elimination of the parental contribution over a period of years, ultimately costing some £200m at 1985 prices;
- extension of mandatory grants to all full and part-time students over 18 on courses where the terminal qualification is higher than A level, costing "little in the first instance and no great sum ultimately"; and
- provision of educational maintenance allowances (EMAs) worth £27 a week at 1985 prices to all 16 to 19-year-olds staying on full-time at school or college; this would cost £474 million a year if all EMAs were paid in full but the working party accepts that means-testing might be necessary as an interim measure.

The working party acknowledges that the proposals are "potentially costly" and Lord Glenamara stressed on Tuesday that their implementation would depend on the state of the economy and might take more than the lifetime of one government.

Any initial means testing for EMAs would be on parental income but the allowance would be paid direct to the young person.

Pay dispute halts talks on contract

by Mike Durham

Talks between teaching unions and local authority employers on dozens of issues – including negotiations over a new contract – have now been halted for a year because of the pay dispute.

The CLEA/School Teachers' committee, which is the only forum for discussion between teachers and employers on conditions of service, as well as pay, has not met since December 5 last year.

Now teachers' leaders are accusing the local authorities of deliberately sabotaging talks. The employers say the two sides cannot meet during an industrial dispute.

CLEA/ST, which is made up of elected l.e.a. members and union delegates and has its own secretariat, normally meets two or three times a year. Routine issues normally aired include mid-day supervision, premature retirement, and fixed-term contracts.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said the teachers' three requests for a meeting of CLEA/ST had been turned down.

"The union side had a "shopping list" of matters it wanted to discuss. We have been pressing for dates, but the employers have told us there is a 'convention' which prevents them meeting us while the pay dispute is on," he said. "That's the first we've heard about it."

The issue the union wants to raise most urgently is its claim for a minimum staffing establishment, which would be central to the new contract for teachers which employers are keen to negotiate.

A staffing agreement could lead to talks on maximum class sizes, levels of cover for absent teachers, guaranteed levels of non-contact time and the right to in-service training.

An NUT spokesman said: "We don't know what effect it might have had been able to meet. But it could have been significant. For the employers to say they want to discuss a teachers' contract, and at the same time to refuse to meet to discuss it, is patently absurd.

"The simple legal fact is that the Burnham Committee where the pay talks are held cannot discuss conditions of service. CLEA/ST is the only place where it can be done."

Other issues the unions want to raise include a common application form for teachers' jobs, taxation of travelling allowances, levels of personal accident insurance, and paternity leave.

A spokesman for the employers agreed that CLEA/ST was in "limbo" but added that it would be pointless to [illegible] talks until the specifics have been resolved," he said.

The local authority side had also stored up issues it wants to discuss in the long term. As well as contract hours, it wants to reach agreement on in-service training, leave of absence, and the development of the GCSE.

16-plus advice 'ignores Swann'

by Howard Sharron

The Government has been accused of ignoring the recommendations of the Swann Report on multicultural education in the criteria for the syllabuses of the new GCSE exams.

A study by the Birmingham Council for Community Relations suggests the national criteria are at worst culturally biased; at best they leave examination boards with enough discretion to ignore recent thinking on multiracial education.

Carole Underwood, the education officer of the CRC who carried out the research, claims that boards could devise subject syllabuses that are discriminatory and represent a step backwards from some of the old CSE courses.

She says she already has evidence that this is happening in the syllabuses being devised by the Midlands Examination Board and suspects it is happening countrywide.

Her report, which has been taken up nationally by the Commission for Racial Equality, points out that the Government has produced criteria for "Latin, Greek, French and Welsh. Yet ethnic languages do not figure at all."

Despite the rhetoric in the criteria and the need to draw up an English language syllabus which considers "the implications of English in a multicultural society" Carole Underwood says there is nothing to require exam boards to include the development of dialects, creoles and patois.

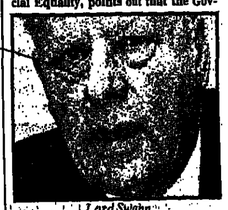
Similarly, while boards may extend the scope of English literature studies beyond traditional texts to instil a sense of the richness of cultural diversity, there is nothing to prevent a purely "white" English literature syllabus.

The recommendations of the Cockcroft Report, which said the history of mathematics should be taught in a way that would show the contribution of various cultures to the discipline, have been ignored, adds Ms Underwood.

The economics criteria are wholly Anglocentric, with the rest of the world introduced only to show how it affects the British economy. The same criticism is levelled at the criteria for music, home economics and some history topics.

But perhaps the most biased criteria are those for religious studies, she claims. Although the DES's general aim is that religious studies should be open to candidates of any religious persuasion she maintains the Department's guidelines have the opposite effect.

Students will be required to study at least one major religion in depth in general courses. In practice this will nearly always be Christianity with the other religions merely touched upon.



Lord Swann

Support for GCSE rebels

by Richard Garner

A growing number of secondary school headteachers have been urging their union to back them if they refuse to go on training sessions for the GCSE examination.

Now leaders of the National Association of Head Teachers have told their branches that it will support any head who refuses to take part in preparatory work for the new examination.

Mr David Hart, general secretary of the NAHT, said this week: "The union believes the education service will not be ready for the introduction of the GCSE in 1988.

"A growing number of our secondary heads are worried. They are not willing or able to take part in this work – mainly because of the teachers' pay dispute."

Teacher union opposition to the new exam will be stepped up at the beginning of next term – if, as seems likely, the 10-month-old pay battle is still continuing.

Announcements

ST GEORGE'S SCHOOL FOR GIRLS, EDINBURGH

Mrs Jean Scott (44) has been appointed Headmistress from September 1986.

Mrs Scott was educated at George Watson's Ladies' College, Watlington School, Ayr and Glasgow University. She is currently Senior Mistress and Head of the Biology Department at Ipswich High School and is a widow, with two sons. (1492)

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NEWS

As the Ray Honeyford saga seems to be drawing to a close, Bert Lodge traces the fears and dilemmas that have faced the Bradford headteacher

The final act: but will the curtain fall?

Mr Ray Honeyford never had any doubt that so long as his opponents maintained their campaign against him they would succeed in ousting him from Drummond Middle School.

The reason is simple: they demonstrated early on their readiness to upset pupils' education and the smooth running of the school as a tactic to impose their will on Bradford education authority.

As far back as April this year, while under suspension at home, Mr Honeyford told *The TES*: "I am in a hopeless dilemma. I want nothing more than to do my job in peace whilst exercising normal professional rights to free expression. But I know if I go back the action group will effectively wreck the life of the school – they have publicly and repeatedly said they will disrupt the life of the school until I am removed."

The Parents' Action group was formed in March, 1984, a few days after the *Yorkshire Post* first printed extracts from Mr Honeyford's article which had appeared two months earlier in the *Salisbury Review*. On May 5 the group organized a march upon the city education office and wrung from the officers the promise of an investigation.

Just over a month later, on June 11, a boycott of the school by parents was organized. On June 15 almost three out of four pupils were kept at home. The summer holidays afforded a respite but as soon as the autumn term opened parents of 230 pupils wrote to the chief education officer requesting their children be transferred away from the school.

All the letters were identical, were not posted, but were handed in as a package at the education offices. Printed in English and an Asian language, they had been hawked round the district by a door-to-door team and put in front of parents to sign. Ten parents subsequently told Mr Honeyford they wanted nothing to do with their own requests for transfer.

The following month a meeting of the Drummond governors at City Hall was distrupted by a crowd of about 50 chanting and banging on the door.

In March this year, the most fundamental disruption of the school was achieved when the parents' action group set up an alternative school for a week in a local community centre. This emptied half the desks at Drummond.

Mr Honeyford told *The TES*: "The position here grows more fraught and confused. The activists become ever more extreme. My great fear now is for the school. Its coherence and stability is undoubtedly threatened.

"The effects of my continued harrassment and the constant threat by extremists to upset our daily life are beginning to affect the whole atmosphere. The staff remain astonishingly resilient and loyal but I don't know that I have any right to continue in office when my presence must, indirectly, threaten their morale.

"I am increasingly worried about the children. The ones who attended the so-called alternative school came back badly affected. One or two wore HONEYFORD OUT badges they had been encouraged to make . . ."

On April 1 came news of a memo from seven of the council's race-relations specialists recommending Mr Honeyford be refused the place he had applied for on their racism-awareness course because he was "a known racist." The National Association of Head Teachers immediately began libel proceedings.

Two days later, following a vote of no confidence by eight to seven in the schools' sub-committee, Mr Honeyford was suspended.

Mr Honeyford clearly felt that the chief education officer, Mr Richard Knight, and his deputy, Mr Norman Roper, could have condemned the tactics of the parent's action group in more forthright terms.

Mr Honeyford commented after one demonstration earlier this year: "One thing I have learned is this – civil servants do not know how to cope with street politics – and the activists know this and exploit it for all its worth."

Ray Honeyford: negotiations on settlement underway

But perhaps Mr Honeyford was being a shade disingenuous. For the reality was that some considerable time before the whole saga started Mr Honeyford had already crossed swords with Mr Roper on the question of multi-racial education. Correspondence revealed in the *Yorkshire Post* showed some angry exchanges between the two. Mr Honeyford can hardly have expected the sympathy from his employers a head could normally count upon.

Some time before the important governors' meeting announced for June, leaflets were distributed among the Asian population purporting to summarize Mr Honeyford's writings.

'I am the object of constant insults and abuse every time I report for duty'

Mrs Mubarak Iqbal, a member of the community relations council, told *The TES* that the Urdu version was "gross misrepresentation" of Mr Honeyford's views.

On June 22 the Drummond governors met to consider the whole case.

After a High Court hearing in September backed the governors recommendation that Mr Honeyford be reinstated, his suspension was lifted. On September 16 he returned to school under a police escort and past crowds jeering and waving placards. Some of his pupils as young as nine years old were not in school but "on the picket line" wearing badges such as HATE RAY (CIST) HONEYFORD. A leaflet given out encouraged pupils to make up jokes about the head. Some parents complained about intimidation of their children and escorted them personally to school. Fighting broke out at the school gates on September 19.

Many parents continued to keep their children away from the school until the action group called off the boycott on September 23 for a fortnight to allow the council "to remove Mr. Honeyford."

On October 15 hundreds of demonstrators again converged on the school as a special meeting to elect community governors. On October 25 the chief constable, the bishop of Bradford and senior politicians met to discuss the situation against a background of growing tension and fears of spreading street violence. On November 17 a new body, the Drummond Parents' Support Group, held a public meeting to widen the campaign.

On November 26 Mr Honeyford wrote to the chairman of the education committee indicating he was willing to consider early retirement. Referring to the new group he wrote: ". . . its members, together with some individuals from the action group, congregate outside the school every morning. I am the object of constant insults and abuse every time I report for duty. I am deeply worried about the effect of all this on the pupils and staff . . .

"Many parents have indicated their anxieties to me. On several occasions parents have been afraid of sending their children to school since they have not felt it safe for them to cross the 'picket line'. My family has been caused great anguish and I have a particular concern for my wife who is now showing signs of cracking under the strain . . ."

Mr David Hart, general secretary of the NAHT, told *The TES*: "Bradford headteachers, whatever their views on the Honeyford affair, will never forgive nor forget the tactics that have been used by this pressure group."

Speculation about financial details of the deal continue but according to the NAHT he could expect to receive an annual pension of about £6,500 gross with a lump sum of £15,000–£20,000. Mr Honeyford, 52, earns £15,500 a year but because he entered the profession late has only 24 years reckonable service. But Bradford is prepared to offer him maximum enhancement of service up to 10 years.

However, Mr Hart is expected to stick out for additional payments to compensate for the exceptional circumstances of Mr Honeyford's departure.

Biddy Passmore on a controversial decision to publish

Think-tank pamphlet sparks row

Waves from the Honeyford affair were this week threatening to engulf the Centre for Policy Studies, the right-wing think-tank set up by Sir Keith Joseph.

Baroness Cox and Dr John Marks, chairman and secretary respectively of the CPS education study group which Mr Honeyford has been attending, were outraged by the centre's decision to publish a pamphlet about the trials of the Bradford headmaster when the group had unanimously recommended that it be delayed and amended.

The group felt that the pamphlet, written by Mr Andrew Brown of *The Spectator* and published on Monday, was badly timed and had two major omissions: the political background to the affair and the events of the current term.

Lady Cox departed for a US lecture tour at the weekend having informed the *Sunday Telegraph* "sadly and reluctantly" that the decision to publish implied that their resignations were offered.

In a letter published in Monday's *Daily Telegraph* she expressed the group's indignation that the centre had suggested rectifying the omissions "in a few paragraphs, written over the weekend . . .

"In our view," she continued, "it would have been irresponsible to attempt to do justice to these large, complex and delicate issues in this way."

But it was not clear this week if the two had really resigned or if, as seemed likely, they would seek the advice of fellow members of the group before deciding on such an extreme step.

Mr Oliver Knox, the CPS publications director who commissioned the pamphlet, said that the decision to publish had been made by the publications sub-committee under Lord (Hugh) Thomas, the centre's chairman. "Now that the book has been published, I hope no one will feel the need to resign," he added.

Mr Ray Honeyford, the headmaster whose two-year trials are charted in the pamphlet, has been attending meetings of the study group since the beginning of the year. It is understood, however, that he had no major objection to the pamphlet.

While Mr Brown's account is broadly sympathetic to Mr Honeyford and dismisses the charge that he is a racist, it is also critical of his writings and behaviour.

Trials of Honeyford, problems in multicultural education by Andrew Brown is available price £3.90 from the Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL.

First issue January 1986

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Jasmine: education must share blame

by Diane Spencer

Education was among local authority services in the London borough of Brent, which bore some responsibility for the death of four-year-old Jasmine Beckford, the report of the inquiry into her case concludes.

Jasmine was battered to death in July 1984 by her stepfather, Maurice Beckford, who is now serving a 10-year sentence for manslaughter.

Her death was preventable and predictable, said the committee chaired by Mr Louis Blom-Cooper, QC. It makes nearly 70 recommendations including some directed at the education service.

Every school should have one teacher designated to liaise with social services to gather and pass on information relating to children in care or on the child abuse register.

Local authorities should tell education departments and the school when a child becomes the subject of a care order and education welfare officers' duties should be extended to cover nursery schools.

The report criticized a doctor who examined Jasmine at Mortimer Road nursery in a "development check" without reference to a chart of her height and weight available in the clinic files.

Her social worker and the nursery school staff were also criticized. Miss Gun Wahlstrom, the social worker, failed to tell the school about the care order on Jasmine. In this way she failed to realize the useful monitoring function of a school in such circumstances, the report says.

Although the school staff subsequently noticed erratic attendances which coincided with periods of Jasmine's worst injuries, the teachers were "unable to appreciate the absences' significance in a child of pre-school age."

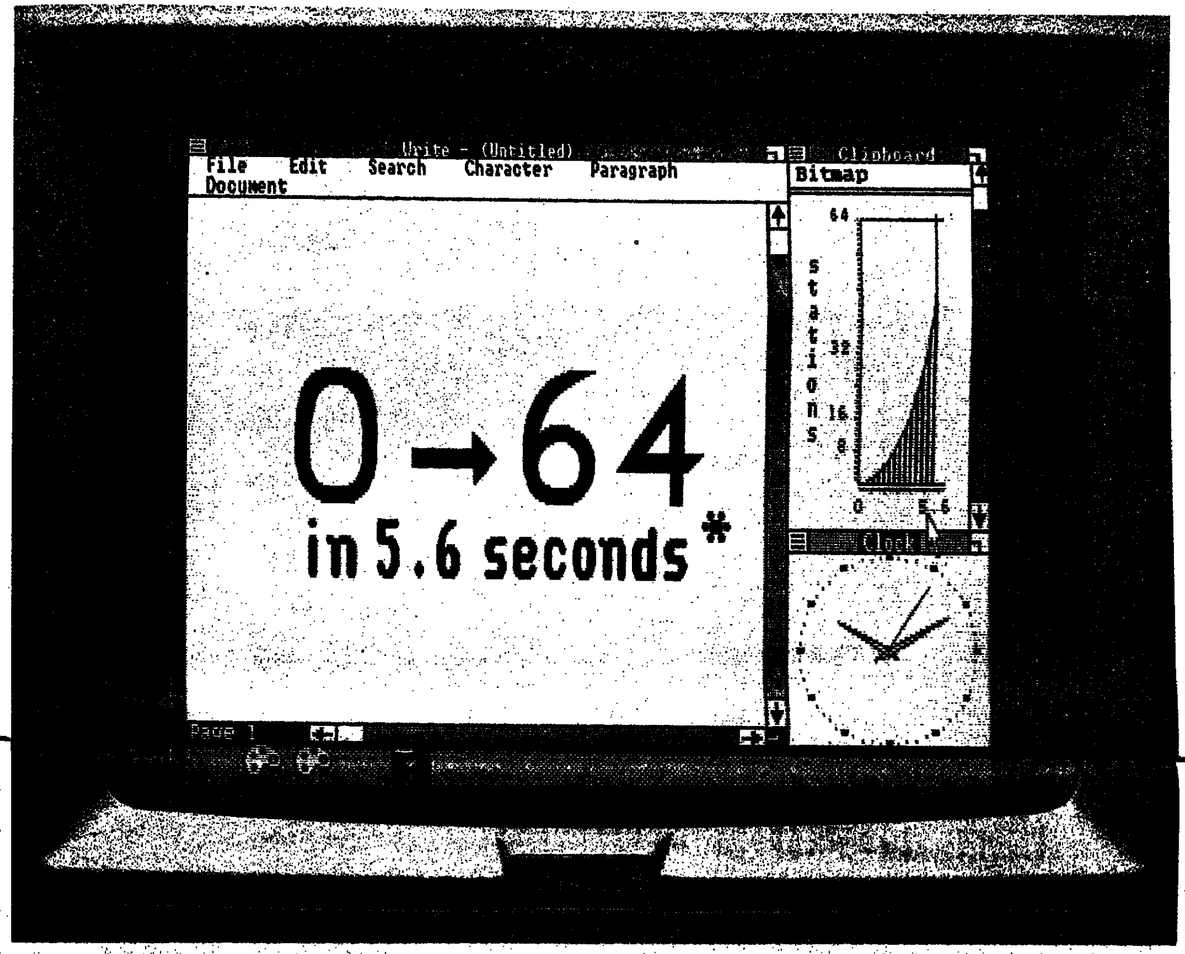
But independent checks could have been made, the report adds.

It also recommends three years' training for social workers, instead of the usual two, with more time spent on developing skills in specialist areas such as child abuse. Legal training of social workers should be reviewed as a high priority.

Mr David Sheppard, leader of the majority Conservative group on the council, said the report was "good and constructive". Some of its recommendations were already being implemented.

Mr Neil Kinnock, Leader of the Opposition, asked Mr John Biffen, Leader of the Commons, this week for an undertaking that the Government would not proceed with any proposals from the DES to make a cut in training and retraining for social workers.

Mr Biffen said that the Government would begin to study the report immediately, including the wider issues raised by Mr Kinnock.



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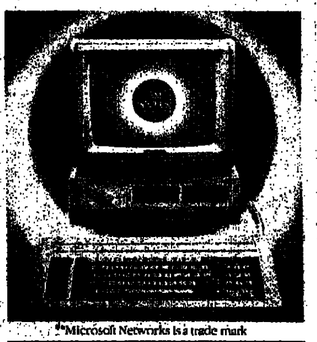

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Alliance set high poll price on resources

Biddy Passmore reports on the Alliance education conference in Bristol

The Alliance would insist on more resources for education and better access to courses for all over 16 in any negotiations with other parties to form a government after the next election.

This was signalled at the weekend by Mrs Anne Sofer, who chairs the SDP's education and training group, at the end of an Alliance conference on education in Bristol.

A third "non-negotiable" – returning power to local authorities – was urged by Mr Jack Ainslie, Liberal chairman of Wiltshire County Council. But there seemed to be less support for that, probably because a good many of the audience of 90 were teachers who were more concerned with getting things done than with who did them.

The localist versus centralist debate surfaced repeatedly at the conference. How, for instance, to reconcile a national reform of the curriculum and assessment with a much more positive approach to central/local relations? Or a move to tertiary colleges with respect for local circumstances (love of sixth forms)? "We are in danger of contradicting ourselves," more than one speaker said.

But the central issue of the day, casting a pall over this as over almost every other meeting on education, was the teachers' pay dispute. Many of those present – teachers, parents, councillors, business executives – could see no way out of the crisis under this Government. Lasting disruption and long-term ill-effects were their gloomy predictions.

This was despite the attempt at spiritual uplift made by Clement Freud MP, Liberal education spokesman, in his "keynote speech". Urging a return to the values of the French Revolution – liberty, equality, fraternity – he said teachers should be given more money to win back their goodwill, not to buy a contract. Indeed, he poured cold water on the whole idea of a contract specifying duties in detail and on teacher appraisal, preferring to leave questions of quality to a self-regulating professional body.

There were two ways of running schools, Mr Freud said: the French method of paying by the hour, with quite separate pastoral and lunchtime arrangements, and the much better British collegiate system, where there was a genuine relationship between teacher and pupil. Teachers who were now for the first time free to have lunch in the pub or go home to their families at 4 o'clock would be difficult to tempt back to the collegiate system.

He made it clear, however, that there was no chance of a return to Houghton pay levels, which would cost £9 billion (an estimate later challenged as rather on the generous side, whereupon he amended it to "somewhere between £3 billion and £10 billion depending on the time of day").

Mrs Sofer discreetly distanced herself from Mr Freud's "no-strings attached" approach. There was a case for clarity on what teachers' duties were, she stressed, although she too had reservations about precise requirements on hours because they would induce a "clocking on and off" mentality.

And if became clear during the day that most speakers wanted teachers to offer concessions in return for higher pay. There were also repeated pleas to the unions to put their own house in order and speak with one voice, a timely reminder when a discussion group on the dispute nearly degenerated into an unseemly squabble between NUT and NAS/UWT members.

One possible way out of the present Burnham stalemate came from Jonathan Winter, a London teacher, who said the priority should be put on the Prime Minister on the spot.

"Our real enemy at the moment is Mrs Thatcher," he said. "The Alliance position should be that governments are elected to decide on priorities and this one has decided on defence, with education at the bottom." The Alliance should ask parents which priorities they preferred.

The group decided that members of the Burnham employers' panel who supported the teachers should go with union representatives to ask Mrs Thatcher for more money in exchange for specific undertakings from the teachers on a new contract and conditions of service involving assessment.

For the longer term, it endorsed Alliance policy of a review body for public sector pay. This would compare teachers' pay with that of other professions ("which professions?" someone asked bravely, but received no reply).

This, the second Alliance conference on education, may have been gloomier in tone than the first, but it was also marked by a more positive sense of realism. There had, after all, been notable Alliance triumphs since that meeting, with a chairman and deputy leader of a county council there to prove it. The day-to-day experience of running authorities, with the prospect of more elections in the near future, was always present to sharpen up woolly generalities.

Being the party group in the middle has its problems, however. Mr Freud, in his opening speech, had warned against advocating change for its own sake in order to create a distinctive Alliance policy – and urged, for instance, an end to the Liberals' blind commitment to save all small schools. But Mr Mike Bruce, a teacher, said there was also a danger of producing proposals indistinguishable from, say, those of the Labour Party.

Little danger of that on at least one issue – private schools. Both Mrs Sofer for the SDP and Jack Ainslie for the Liberals were united in a "no abolition, no subsidy" approach – with Mrs Sofer suggesting an alternative to abolition of the Assisted Places Scheme. It could be turned into a scheme based solely on boarding need rather than academic merit, she said.

Compulsory religious education and the daily act of worship also seem to be safe with an Alliance government. A *panel of four speakers, including Mrs* Sofer and Mr Ainslie, argued that religious education could be valuable if taught properly. And their views of the daily act of worship varied from warm support for the practice, especially in primary schools, to a feeling that it was not worth the disruption of abolishing it.

Summing up, Mrs Sofer declared herself cheered by the day's proceedings. "I always am when the two parties meet together," she explained. "There are fierce and bloody battles but they never divide along party lines".

And, after next year's joint SDP/Liberal assembly in September, all policy documents will be prepared and published jointly so it will have to be true.

Parental contributions can fundamentally alter professional decisions.

Susannah Kirkman examines DES guidelines on children with special needs

New profiling role offered to parents

Parents of children with special educational needs are to be more actively involved in decisions about their children's future.

The DES is to issue local authorities with guidelines to help parents draw up "profiles" of their child. These will be used by professionals as part of their assessment of the child and its educational needs.

The guidelines encourage parents to describe their child's progress; they are asked to comment on features like their child's behaviour at home, its relationship with brothers and sisters, its favourite activities and its general health.

There is also an opportunity for parents to say when they first thought things were not "right", to mention their particular worries and to give their views on the best educational provision for their child.

The guidelines have been described as "a major milestone" in making parents partners in their children's education by Mrs Philippa Russell, senior officer of the Voluntary Council for Handicapped Children, and a member of the working party which drew up the guide.

Other members were Mr Freddie Green, formerly HMI staff inspector for special education and now director of education for the Spastics Society; Mrs Sheila Wolfendale, a lecturer in educational psychology at the North East London Polytechnic; and Mrs Pauline Wright, a parent of a child with special educational needs.

The group was concerned that the 1981 Act had failed to involve parents in the assessment of children's special needs. "Many parents feel isolated and alienated, while many professionals feel the lack of a suitable framework for parental involvement," Mrs Russell told a seminar at the National Children's Bureau in London last week.

Sections 5 and 7 of the 1981 Act, which describe the procedure for assessing a child and for drawing up a statement on its special needs, give parents the right to contribute written evidence on their child.

But few authorities have given parents any advice on how to prepare their submission, and DES circulars on the Act have also ignored the problem.

Yet according to Mr Green, most parents want to be involved. He said that although some authorities "no longer treated parents as "complaint clients", others still excluded parents from case conferences and forced them to wait for professionals to find them the "tablets of stone".

Mr Green said he was not criticising l.e.a.s; involving parents was "an enormous undertaking." Nevertheless, the parents' contributions could fundamentally alter professional decisions, so l.e.a.s had to create the time for parents to be able to participate. "The future of the Act depends upon it," Mr Green insisted.

He complained that too many professionals wasted time over assessments because they were unwilling to revise traditional practices.

Mrs Wolfendale suggested that professionals needed in-service training to develop their expertise in working with parents. They should learn counselling skills and should get out of the habit of regarding parents as passive clients, she said.

Mrs Wright, the mother of an autistic child, said that l.e.a.s should provide an established point of contact for parents. Parents of children under five often did not want to accept that their child was handicapped and were reluctant to join private support groups for advice.

L.e.a.s should also prepare parents for the letter proposing to assess their child, which might be the first time that they had to accept that their child would never be like its peers. Mrs Wright suggested that parents should be shown a draft letter first.

And they should receive training and practical help in formulating their written contribution to their child's assessment.

● The Voluntary Council for Handicapped Children has written to Sir Keith Joseph, urging him to reconsider his rejection of proposals for a national advisory committee to safeguard the interests of children with special educational needs.

The council has now set up a special action group to press their case.

A report from the council published in July 1984 suggested that the advisory committee should monitor the implementation of the 1981 Act, promote research and development and offer advice to ministers.

But the Education Secretary has said that the responsibility for implementing the 1981 Act rested with Government departments, with ministers and with HM Inspectorate.

In a letter to Mrs Philippa Russell, the council's senior officer, Sir Keith claimed earlier this year that an additional agency would run the risk of confusing lines of responsibility."

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Industry retains poor image in the classroom

Industry is no longer such a dirty word with college students, but bright 13 to 18-year-olds still have a depressing image of it, according to two new surveys.

Eight per cent of undergraduates believe industry offers an interesting future and 54 per cent think it untrue that "bright and ambitious graduates prefer to keep out of industry."

Two-thirds of a survey of 1,007 students at 55 British universities and polytechnics expect to end up working in commerce and industry. A large majority of them were enthusiastic at the prospect.

But when the researchers questioned 3,333 children in 131 English and Welsh secondary schools, they found the image of industry depressingly poor.

Only one-third of the children interviewed said that given the choice they would want to work in industry and commerce.

One of the biggest deterrents was that they thought the work would be "so routine and boring."

The surveys were commissioned by the Committee for Research into Public Attitudes, an ad hoc group of leading industrialists under the Chairmanship of Lord Plowden, and conducted by Opinion Research and Communications.

One of the main problems which may be preventing many bright pupils going into industry and commerce was a lack of careers guidance when they are deciding on their O levels.

Industry has largely failed to tap the streak of idealism in young people by showing the importance of industry in creating the wealth to help pay for the sick, the poor and the aged. It has also failed to gain students' imagination.

The schoolchildren survey suggests that industry's depressing image may be because it does not sell itself as well as its competitors.

Working in a factory came bottom of 13 career options for the bright 13 to 18-year-olds. The order of popularity was advertising, banking, management in industry, office work, computers, law, teaching, medicine, retailing, the armed forces, Civil Service, farmwork and factory work.

The survey found the key age at which children begin to give serious thought to a career is 13-14.

Up to the age of 13 the influence of parents in a child's career thinking is paramount. From then on the importance of books, and literature increases until by the age of 17 they top the list.

Attracting the Brightest Students into Industry, Vols 1 and 2. ORAC Committee for Research into Public Attitudes, 6 Carlton Gardens, London SW1Y 5AA. £25 each.

Susannah Kirkman reports on the National Foundation for Educational Research annual conference in London

Recruitment problems on TVEI

More than half of the schools involved with TVEI have had difficulties recruiting enough subject teachers in the main TVEI areas of computing and information technology and business studies and technology.

According to a national survey carried out by an NFER team evaluating TVEI, over 50 per cent of heads of schools taking part in the project also complained about the late delivery of equipment for the scheme and said that its introduction was hindered by the failure to complete building alterations on time.

Other obstacles were created by having to arrange supply cover for teachers attending in-service training courses, problems caused by the teachers' industrial action and the short time allowed to launch the project.

Despite improved links between schools and FE colleges, heads said that differences in attitude between school and college staff had sometimes made liaison difficult.

Contact between different schools had also increased; many were now sharing in-service training, teachers, resources and support staff, and were organizing work experience jointly. But timetabling arrangments, covering for absent teachers and the teachers' action had again caused some problems.

There was some conflict between the different staff involved with TVEI. School co-ordinators appointed from within the school tended to clash with deputy heads over timetabling and curriculum changes. And project co-ordinators appointed by the l.e.a.s to oversee the implementation of TVEI found that heads were often wary of interference from outside. They "feared invasion of the traditional sovereignity which they held over their school", according to the NFER research.

Heads also said that the administrative demands of TVEI had placed an extra burden on their schools.

But they praised the impetus TVEI had given to curriculum change and to new teaching styles. TVEI had helped to remotivate teachers and had relieved the pressure on them by providing the resources for extra staff.

Not surprisingly, most heads welcomed the influx of extra resources. Yet they also appreciated other benefits such as the improved contacts with industry and employers.

16-plus will fail pupils – Hargreaves

The GCSE will not adequately develop pupils' personal or social skills or sufficiently motivate young people, according to Dr David Hargreaves, Chief Inspector of the ILEA.

Dr Hargreaves told the conference that it was a mistake for the public examinations system to leave motivation and the encouragement of the abilities to work independently and with others to "less prestigious" forms of assessment, such as records of achievement.

The ILEA had taken the view that the GCSE was "too little, too late", Dr Hargreaves said. The authority was now developing its own modular courses for fourth and fifth year secondary pupils with a credit accumulation system. "Unit credits" record pupils' progress in each module and take into account their motivation and achievements in personal and oral, as well as academic skills.

Although the GCSE was concerned with the practical as well as the theoretical, it would not allow continuity and progression for candidates who failed to score very high grades, said Dr Hargreaves. The new exam had not come to terms with recording the achievements of all pupils.

Instead of going back to the fundamental purposes of assessment, the GCSE had stemmed from the need to merge GCE and CSE and to improve them, Dr Hargreaves said.

Nevertheless, the SDP's proposals for modular courses assessed through profiles, and many alternative assessment schemes at both local and national level, would ensure that there was "life after the GCSE", Dr Hargreaves suggested. Methods of assessment such as records of achievement and graded tests would have to converge with the GCSE, probably by the end of the century.

David Hargreaves: No progression

Dr Hargreaves stressed the importance of relating curriculum development and changes in assessment to teaching and learning methods. Education could not be improved by a "zealous concentration" on assessment alone.

New forms of teaching and learning were more likely to increase pupils' commitment and to improve assessment procedures themselves, he said.

Teachers should also encourage pupils to assess themselves. Young people should be able to diagnose their own strengths and weaknesses, a more effective way of learning than if the diagnosis rested with the teacher. Pupils could then give teachers feedback and help them to improve their teaching. The capacity to cope with failure was an inherent part of learning, said Dr Hargreaves.

Grasping the nettle on accountability

A better balance between accountability to the nation and to the individual is within the grasp of the education service. If it lets this slip away, the consequences would be serious for both scholarship and industry, *Carolyn Dempster writes.*

This was the warning issued by Sir James Hamilton, former Permanent Secretary at the DES, in his presidential address to the conference.

Sir James focused on accountability in education on both the micro-economic scale and in the extent to which the education service is responsible for anticipating and meeting the nation's needs for skilled young people.

In the first instance, the Jarratt Report on efficiency and effectiveness formed part of the government's attempt to reconcile accountability to the state and the individual, he said.

It was important that the report, which received a frosty and sceptical reception in certain university sectors, should be viewed as a source book of good practice aimed as much at changing attitudes as changing methods.

Much of the initial dismay which greeted Jarratt stemmed from two sources; first the view that the report was an unnecessary detailed blueprint for efficiency – and a poor blueprint at that – and second, having been prepared by a group biased towards industry, the report was intent on imposing irrelevant and inappropriate industrial methods on the universities.

"It is a pity that in all the brouhaha about performance indicators and the minutiae of accountability, the final exhortations of the Jarratt report have been so often overlooked – namely that the attitudes of mind of the staff and the will of the institution to achieve the necessary change are crucial."

This was the heart of the message from successful industry to the education service, emphasized Sir James. Accountability on the Jarratt model can only take root if the people involved are convinced it is of long-term benefit to them and the institutions they service.

Although the remarks were aimed at higher education, they could equally apply to all levels of education, he added. There was not much point in wailing about not getting the cream of young talent into industry if the city offered them richer rewards and an easier life, or complaining that art was preferred to science and technology, if the arts continued to be linked more imaginatively to intellectual superiority.

People needed to be persuaded that parental attitudes, better science in primary schools and a more flexible secondary curriculum reversing the early trend towards specialization were central to accountability to the nation.

The policy of primary science needed to be pushed and pushed if it was to succeed. In secondary education, it was crucial to keep young people out of pre-ordained pigeon holes. At the post-school level, a system of credit transfer should be devloped more rapidly to encourage flexibility and a move should be made away from increasing specialization in first degree courses.

Above all, the education system needed more and better continuing education. It was strange that the method for correcting short-term deficiencies in the market for skilled people should remain the "Orphan Annie" of education and industry, said Sir James.

In addition, the thesis for accountability set out in the Green Paper on *The Development of Higher Education into the 1990s* and House of Lords report on Education and Training for New Technologies was liable to be undermined and misunderstood in the education service because of the lack of funding for efficiency and rigorous approach to manpower forecasting. The argument that the nation needs more engineers is unhelpful unless accompanied by an analysis of the quantity and quality that may be required," Sir James pointed out.

The occasional cavalry charge to try and meet a perceived need in education could be justified, but a better plan was required if the service was to meet the demands of industry and commerce.

It was also necessary that people shake off prejudices and equivocal attitudes to the humanities and technology, scholarship and industry if the fundamental concepts of accountability were to be embraced without eroding the basic philosophy of educational aims.

Sir James Hamilton

Home computers dubbed boys' 'scientific toy'

Home computers are becoming more of a boy's scientific "toy" than a girl's, according to research presented at the conference.

Dr Wendy Keys, senior research officer for the National Foundation for Educational Research, found that when 14-year-olds were asked whether there was a computer in the home, 51 per cent of the boys said "yes", compared with only 27 per cent of the girls.

Wendy Keys . . . girls at a disadvantage

She told the NFER conference: "It seems that this new 'scientific toy', the home computer, may be stereotyped as masculine."

She said familiarity with the computer was becoming essential for scientific and other careers.

"Clearly many of these girls will be at a disadvantage compared with boys if they wish to follow a scientific or technological career."

Her findings indicated, she said later, that it might be the boys who were asking for computers as presents and not the girls.

Her research paper *A study of science education in English schools* confirmed girls are still not as good as boys at science and that the older they get fewer girls than boys study the subject.

She also found the proportion of pupils taught science by women drops as pupils grow older.

While 56 per cent of 10-year-olds were taught science by women the proportion fell to 31 per cent for 14-year-olds, and to only 14 per cent for A level physics pupils.

NUT branch calls for Labour win

by Richard Garner

The largest branch of the National Union of Teachers has broken with its union's traditional non-party political stance and issued a clarion call for a Labour victory in next year's local government elections.

In its own manifesto for next year's first direct elections to the Inner London Education Authority, the 13,500-strong Inner London Teachers' Association of the NUT says: "It is . . . vital that we campaign for a sweeping government defeat which can only be achieved by a massive Labour victory . . .

"ILTA believe that Londoners should start the fight now to elect an ILEA that will refuse to co-operate with any cuts in London's education service. Only in this way can there be a united fight to achieve a massive Labour victory in the ILEA elections."

Mr Fred Jarvis, NUT general secretary, said he would need to study the ILTA document – and the union would be issuing guidelines on electoral law to all NUT branches in time for next year's local government elections.

He added: "Whilst the ILEA officers appear to be talking about a big Labour victory, I don't think it necessarily amounts to going out and saying vote for Labour."

The ILTA document also calls for the phasing out of voluntary schools, claiming: "In order to foster a harmonious multiracial, multifaith and multicultural society, it is essential that maintained educational provision should be undenominational".

Abolition of l.e.a.s proposed

by Virginia Makins

The abolition of local education authorities, national controls over independent schools, and other radical changes are needed if secondary schools are to survive the present crisis of confidence among the public and teachers themselves.

In a new book, Mr John Sayer, of the London Institute of Education's Management Unit, describes the components of the present secondary crisis, and proposes solutions.

He argues that the whole organization of teaching and learning in most secondaries is counter-productive, promoting "systemized selfishness". Examinations at 16-plus are "a national disgrace", and totally unfitted for the legitimate needs of their users, he said.

His solutions are both educational and managerial, and are designed to break down all kinds of divisions – between ordinary and special education, state and private schools, further and adult education, teachers' parents and other professionals.

Local education authorities would go, and resources would be managed at town or district levels, by local community councils with responsibility for all education and social services.

What Future for Secondary Schools?, by John Sayer, Palmer Press, £6.95 paperback.

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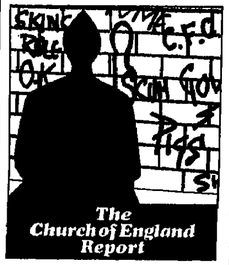
The Church of England report on the inner cities:
Bert Lodge looks at the role expected of Christians in the future of urban schools

Parents urged to turn from private sector



Inner city Christians, particularly the clergy, should think twice before sending their children to private schools, the Church of England report says.

And the clergy generally, but especially bishops, should distance themselves from the independent sector, it adds.

The report, the result of two years' work by the Archbishop of Canterbury's Commission, also calls for joint Church of England-Roman Catholic schools in inner cities which would also admit children of other faiths. The governors, too, should reflect the strength of ethnic minorities in the neighbourhood.

The commission says all church schools in urban priority areas should be community schools run with local people playing a large part.

A survey showed one in three of inner city vicars sent their children to a private school once they reached secondary age, the report notes. Indeed, clergy put the education of their children as "one of the important factors to be considered" when deciding whether to accept an inner city parish.

The commission comments: "It has been pointed out to us in evidence that the support given to their church schools or other local schools by the clergy and laity is greatly increased if they send their own children to them. Words of support can seem hollow if by their decisions about their own children they indicate that they think there is a better education to be found somewhere else."

The Church of England is guilty in the matter of division and inequality in the education of children, says the report. "There is no direct financial Church support involved but the private sector is much more richly endowed with chaplaincies and with church connections (over one-third of all clergy have attended private schools)."

The commission goes on to regret the number of priests who send their children to private schools. Under present circumstances there may be good grounds for choosing this option, but it is a matter for regret in Britain in 1985 that the option should seem so much more attractive than the other.

It is acknowledged that involvement in education must be a priority for church people. "But it has been put to us in evidence that many of them, especially bishops, spend a disproportionate amount of time at the schools attended by only 6 per cent of the population of the country and rarely visit the schools which educate the other 94 per cent.

"We ask bishops, clergy and lay Christians therefore to examine themselves on the use of their time in this respect."

Perhaps the bishop's diary symbolises a deeper and wider problem, suggests the commission. "The evidence from many sides is that private schools in Britain have been divisive of the nation to an extent far beyond their apparently small numerical importance . . . Few of us would deny that their separate life exacts a heavy toll from the maintained schools."

This is done in three ways: by draining off the political energy from the state sector of the better-off well-educated parents; by attracting able teachers to higher salaries and better working conditions and by removing motivated children from schools where they could contribute to all-round standards.

Ecumenical schools should be explored as a possibility at secondary level including the idea of Anglican-Roman Catholic schools in urban priority areas. These would offer a significant proportion of places to children of other faiths. The foundation governors of church schools should consider whether the composition of the governing board adequately reflects the ethnic constituency of the catchment area.

The Church's existing division over what church schools are for, surfaces in the report when reference is made to many teachers in church schools complaining about local vicars. While the teachers say they are trying to find a constructive approach to what is a tense multiracial situation "some clergy insist on a narrow view of the school as a place for Christian instruction, regardless of the wishes of those being instructed."

The report comments: "This attitude can only lend strength to the wish by members of the Muslim community to have their own separate schools."

At the same time, in a nod to the significant body of belief among churches members that church schools are indeed for transmitting the faith, the report concedes: "There is a possible clash between the aims of church schools and the need for racial harmony and justice. Some church schools may not have the motivation and resources to develop the linguistic and multi-faith skills necessary to nurture children of other faiths because of their view, which we understand, that their highest priority is to teach the Christian faith."

The report goes on to say that Church schools in the inner city should be turned into community schools. Then they could play a significant part in developing "second chance" or "return to learn" classes for the unemployed or redundant or just for those who want to pursue learning for its own sake.

Members of the commission commend a church school they visited in Salford where out of a staff of 14 the two community teachers spend half their time in school and half in the community. An excellent home reading scheme had been developed involving more than half the parents listening to their children read for five minutes a day.

The head remarked: "We have to say to parents – do not be threatening, do not punish children for mistakes. Reading at home should be cuddles time."

Some schools have succeeded in involving non-teaching staff and students in the government of schools with pupils observing and taking part in staff meetings, the report notes. Inner city schools should have plenty of local participation.

"Professionals often unwittingly take away responsibility. The real agents of hope and change in the urban priority areas are the local people. Many of the people growing up in these areas are going to live all their lives in them. Schools have a role to play in resisting the temptation to do things for people and take the more arduous and productive road which respects people's ability to think and act for themselves."

The commission has no doubt that the teaching of religious education is unsatisfactory. In some schools it has got lost in programmes of personal and social development. Yet it is an important subject and together with spiritual education generally one particularly at risk in inner cities.

"A growing lack of hope about the future and a deteriorating environment in which their lives are set makes it difficult for young people to realise their divinely-implanted potential." The commission asks the Church of England board of education to consider practical ways of helping schools and teachers to develop fresh approaches to spiritual education across the curriculum.

The report calls upon Christians considering teaching as a profession to express their vocation by working in the inner city.

In what seems like a mild reproach to the church colleges the report remarks that they do not see their prime role as that of producing Christian teachers to teach in church schools.

It is understood that some members of the commission would have liked the report to suggest that it was time for the Church to give up running maintained schools altogether, but there was a general agreement that to venture into this particular minefield would distract attention from the commission's main concerns.

Faith in the City, a report of the Archbishop of Canterbury's commission on urban priority areas, Church House Publishing Co, Church House, Dean's Yard, London SW1. £7.50.

Morrell commends findings

ILEA leader Mrs Frances Morrell gave strong support to the commission's findings on the education service.

"The Church has now added its voice to the chorus of protests over the effects that Government policies are having on our schools and on the life chances of children in the inner cities," she said.

"The commission has held up a mirror to the inner city. It is already clear that the Government does not like what it sees. But instead of criticizing the Church, it should set about improving the desperate conditions."

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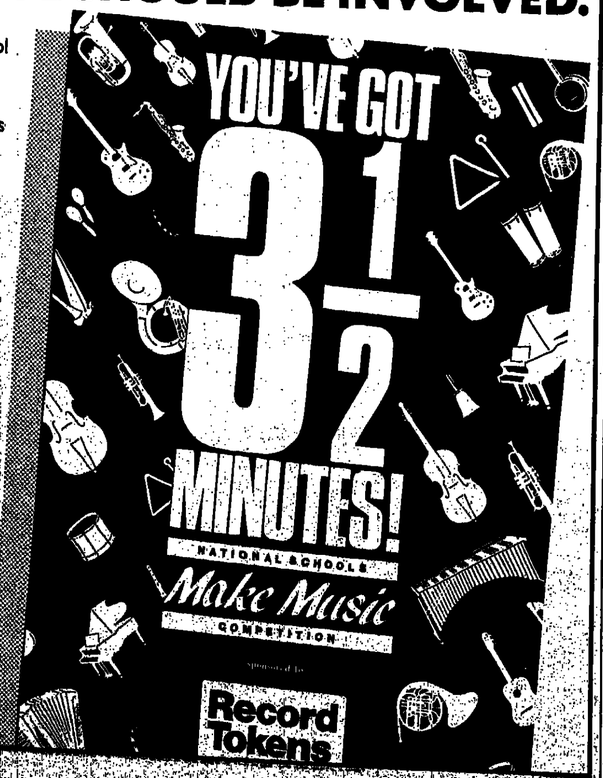
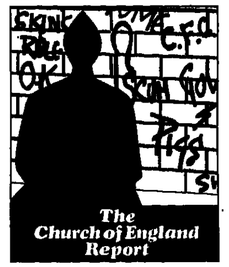


The Church of England report on the inner cities:
Mark Jackson examines the overall conclusions and assesses the sections on the young, training and jobs

Dereliction and waste in way of economic progress



While Conservative politicians raged all week against the Church of England's report employers quietly welcomed a part of it.

The Confederation of British Industry said the report "underlined the timeliness" of the CBI's own package of proposals – spelled out last week – for the Chancellor to divert up to £1 billion from tax cuts next year to capital spending on schools, hospitals and housing, to training, and to tackling urban dereliction.

The CBI's support for the report's general approach to tackling unemployment was not altogether surprising. The chairman of the Archbishop's 18-strong commission is Sir Richard O'Brien, former head of the CBI education and training committee who became chairman of the Manpower Services Commission on the CBI's recommendation.

But the tone of the reactions to the report suggested that neither the politicians nor anyone else much had read its 400 pages (as its authors kept complaining in television and radio discussions).

For the document is not, primarily, an attack on the deficiencies of government policy in relation to the urban deprived, or a set of prescriptions for remedying them. A considerable part of it is about the attitudes and provision of the Church itself, its clergy and ministry in relation to the urban priority areas (UPAs) – the inner cities and the outlying housing estates.

The issues it raises range from the education, training and pay of the urban clergy and the quality of the Church's youth work to the possibility of a new radical theology developing from the urban communities themselves.

Sir Richard disclaims any attempt to devise novel solutions. "What we have tried to do is to establish the truth about urban deprivation and to present it to the Church and the nation," he says. "Our analysis demonstrates a tremendous and growing inequality between those who are trapped in these urban areas and the rest of us; and we say that as Christians we cannot accept this.

"I happen to believe that in addition to the other compelling reasons for action, the waste and dereliction in these areas stands in the way of the economic progress of the country as a whole."

Nevertheless, the report makes a series of uncompromising statements of principle which challenge current economic orthodoxies and invoke the full authority of Scripture for a measured denunciation of mammon. The authors have no time for the straight market view of economics which the Education Secretary is hoping to persuade the schools to teach as "economic awareness."

They say:

- To affirm the importance of wealth creation is not enough. Economic policy should be as concerned with the distribution of income and wealth as its creation.
- We believe that at present too much emphasis is being given to individualism and not enough to collective obligation.
- Why should money spent on the National Health Service and on state education be considered unproductive, yet money spent on private clinics and private schools be considered productive?
- We must confront the implications for society of the belief that the manufacture of rubber ducks for export increases economic welfare, but that job-creating expenditure on environmental improvement or caring for the elderly does not.
- The existence in Scripture of a very different paradigm of social and economic relationships . . . shows at the very least that there is no inevitability in the working of alleged economic "laws" and that the slogans and maxims of modern industrial progress and economic policy are as much open to moral scrutiny as they have ever been in the past.

Education, training key to jobs

Education and training are identified as a key requirement for the generation of jobs in the urban priority areas.

The report says: "It remains vital that all those living in the UPAs are given the best possible opportunities in education and skills training to take advantage of new technology and new job opportunities."

It seeks to demonstrate that market forces and individual self-interest cannot produce enough jobs to arrest the decline of the areas. The encouragement of small business can help but only to a limited extent. It says work sharing is seen, for the most part, as impracticable.

The report proposes a two-pronged attack – measures specifically concentrating on the urban priority areas in parallel with national policies directed towards reducing social and economic inequalities.

Government help to the inner cities is seen as small-scale intervention. The report says there has been a net decline in central funding to the areas because local authorities have lost far more through reductions in the rate support grant than they have got from schemes such as the Urban Programme.

The report calls for an increase in the total rate support grant and for a higher share of it to go to the UPAs, at the same time as a substantial increase in the Urban Programme. Job-creating capital investment in the infrastructure and housing should be increased as advocated by the CBI and the TUC.

The commissioners add, however, that more Government money is not the sole answer. There needed to be combined action by local authorities, the business community and the voluntary agencies to support new enterprise and projects.

The commission urges, in particular, "a deal" between government and the voluntary organizations under which the agencies would increase their activity in the inner cities in return for assured long-term funding.

Meanwhile, the Government should expand the community programme (which provides a year of work for the long-term unemployed, at present mainly the under 25s) to a total of 500,000 places and relax its pay limits and eligibility rules.

The dangers of alienated youth with nothing to do or to lose

Alienation of the urban young is closely related to unemployment which, together with their deprivation, is a crucial factor in drug abuse, says the report.

Despite the big differences the commission found between communities in various cities, it got a clear overall impression of sizeable groups of young people trapped in urban priority areas who are denied equality of opportunity or life chances and only gain attention when they become a threat. The churches, the report admits, have little or no contact with them.

"It is difficult to exaggerate how alienated these young people are from adult ideas of how young people should behave; from their peers of different social classes; from agencies they think of as acting on adults' behalf and not usually in the interests of young people", says the commission. It cites as examples of these agencies the police, schools, and the church itself.

Unemployment is the most significant worry for adolescents, both those who are already unemployed and those about to enter the labour market. The increase in youth unemployment, it says, has disrupted the normal position of young people and extended their time of dependency on their families. But above all it has removed one of the ways in which young people value themselves.

Other factors in alienation they list as responsible for the apparent breakdown of order in the priority areas are the changing pattern of family life, the anonymity of the large city, the design of local authority housing, and the conflict between the pressures of advertising and of having little money.

"We have heard first hand of the fear of the destructive potential of young people. We have sensed the latent violence as we have walked along the streets; we have seen groups of young people with nothing to do, nowhere to go, and nothing to lose."

The report pays tribute to detached youth workers who provide the principal youth service contact with the urban young, despite some shortcomings in their practice; "precarious" initiatives such as information kiosks, drop-in centres and homelessness projects; and crisis schemes which provide the young homeless nights with a family.

The report says young people need recreation premises they can make their own. If youth work premises are unattractive they go for pubs and commercial discos – "as even many 13 and 14 year olds are now doing".

"The commercial exploitation of younger teenagers and their early introduction to a bar culture challenges the standard and quality of the provision of facilities through both the statutory and voluntary sectors of the youth service."

The commission deplores as inadequate and unrealistic the Government's response to the Thompson report which is the offer of pump-priming grants for training and experimental projects to voluntary organizations.

But it brackets the Church with the Government in its condemnation: "We have seen little evidence that those in authority in Church or state have as yet been seized, despite the Thompson report, by the seriousness of the alienation with which most of those who work in the youth serice in the UPAs are familiar."

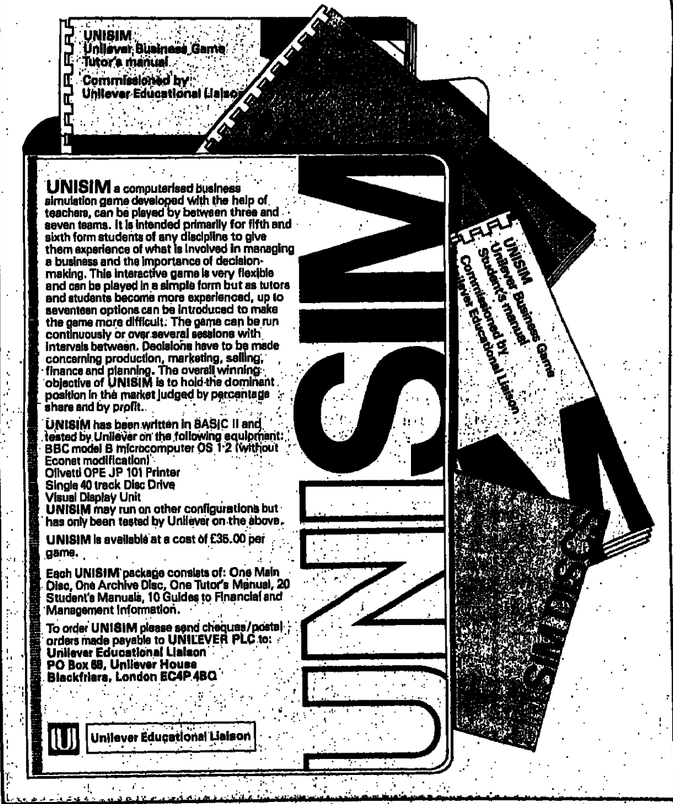
The youth service, it says, increasingly operates as a safety net, trying to compensate for shortcomings in other fields.

The commission is worried that the action of some authorities in shifting responsibility for the youth service to their leisure services departments could put too much emphasis on leisure pursuits rather than social education and personal development.

The Church's responsibility for youth work lies primarily at the parish level, says the report. It says that the Church's role has changed over the years: many local churches are now providing club nights restricted to the children of their own members instead of the youth clubs open to all which they ran in the 1950s and 1960s. "The task of sustaining open youth clubs has proved just too tough," says the report.

● Last week the General Synod rejected a report on youth work policy from its board of education. The synod believed that it was too concerned with theological questions and did not confront the urgent issues affecting young people.

A Unilever Business Simulation Game



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NEWS

Pupils encouraged to concentrate on linguistic skills rather than literature

Boards switch to more 'practical' language A levels

by Susannah Kirkman

Radical changes in A level modern languages syllabuses will encourage pupils to concentrate on linguistic skills rather than literature.

Spurred on by some language teachers, the practical approach of 16-plus exams and by the increasing number of higher education institutions offering applied language courses, several exam boards are now introducing new A level syllabuses. The switch to courses which develop fluency and confidence in foreign languages has also been inspired by the greater need for languages in industry and commerce.

And the pupils themselves have begun to reject the old-fashioned, literary approach. For many candidates, traditional A level courses have proved "a turn-off", according to Mr Alan Moys, deputy director of the Centre for Information on Language Teaching and Research.

The number of candidates taking A level modern languages had declined over the past 10 years. Research carried out by the Joint Matriculation Board also showed that only 10 per cent of pupils with a pass in A level French went on to do a degree course.

The JMB decided that it wanted to cater for a wider range of candidates and the Board is to replace its traditional A level exams in French, German, Spanish, Italian and Russian in 1988. Literature will be optional and will only be worth 25 per cent of the final mark for those who choose it. The literature paper will encourage teachers to use the foreign language when teaching literature, as candidates must answer questions on 20th century literature in the language.

Pupils who do not want to take a literature exam may write three essays, which will be internally assessed, based on their own reading programme. For one of the essays, candidates may use their own experience abroad. They could keep a detailed diary of their stay, or carry out their own investigation.

And comprehension tests will be transformed. Candidates will listen to tape recordings by native speakers.

Another pioneering board, the Welsh Joint Education Committee, has already scrapped its old-style modern language A level. WJEC candidates may choose between a literature paper and an "extended language" option, which only tests candidates on two set texts. But it is no soft option; these pupils must be able to translate a recorded passage by native speakers, write a summary in the foreign language and give a talk in the language on one of eight "socio-economic" topics.

New syllabuses introduced by the Associated Examining Board still include some literature, but pupils may also choose other topics such as the media, the problems of minority groups or a political theme.

Subjects for the oral exam are also topical. They include conservation, the energy crisis, European unity and, for pupils taking Italian, the work of any Italian film director.

The London and Oxford University Boards have offered alternative A level syllabuses based on language for several years, but the more traditional *literature syllabuses are still available.*

Mr Moys was doubtful about how the take-up for the more revolutionary courses. Despite the many pioneers, there were still a lot of traditional teachers who wanted to teach literature, he said.

New Developments in A level Language Teaching – CILT Information Sheet no. 10 is available free from CILT, Regent's College, Inner Circle, Regent's Park, London N1, 4NS, but applicants must enclose a large s.a.e.

Sea watch: 15-year-old Mark Hayes learns the ropes from Coastguard officer John McDermid at Shoreham, Sussex. Mark was among 56 youngsters from Falmer School, Brighton taking part in a week of work experience under their Technical and Vocational Education Initiative course.

The pupils had previously spent four terms studying computers, technology and going on an outward-bound course in Wales. Other postings during their work week saw pupils broadcasting on local radio, helping police, trying hair and working with antiques.

In addition pupils worked in offices, factories, garages and hotels. Employers interviewed the pupils before their week began and will now report on their progress.

The scheme covers four schools and two colleges in East Sussex. About 60 pupils of all abilities can take part in each of the fourth, fifth and sixth forms.

Picture: David Bennett

Basic geography exam under fire

by David Lister

A new basic geography exam to be introduced by the Associated Examining Board will be regarded as a step backwards by geography teachers, it was claimed this week.

The AEB is launching the exam next May following complaints from employers, particularly in the travel and tourism industries, that teenagers' knowledge of locational geography is insufficient.

But Dr Tony Binns, joint honorary secretary of the Geographical Association, said: "We are concerned that constraints are being put on geography teaching by employers and we are also concerned that this will lead to rote learning rather than a proper understanding of the processes. Kids might learn what the capital of South Africa is, but will they actually understand about apartheid?"

Dr Binns said that emphasis was still put on people and places in geography teaching, but agreed that they did not have the pride of place that they did 20 years ago.

Among those who wrote to the AEB were the Association of British Travel Agents (ABTA) training board. Its survey of 20 well-qualified youngsters training to be travel agents showed that four believed Manchester to be in Scotland and one thought Killarney was in Greece.

ABTA training board education and training officer Mr Kevin McGrath said: "All these 20 had travelled extensively and were obviously motivated to be in the travel trade, but their results were quite typical. We find that teenagers leaving school have minimal locational skills. In fact, we now assume nil knowledge of such skills in our trainees and run our own, very successful, youth training courses, which bring them up to scratch very quickly indeed."

The AEB already runs "back to basics" exams in English, arithmetic and a number of other subjects. They are designed for 16-year-olds, but are being taken by older children in sixth forms and on Youth Training Schemes. About 60,000 children took them this year and they are proving very popular with industrialists. Marconi Command and Control Systems Limited, for example, has decided to use the AEB basic exams to replace some of its own entrance tests.

The AEB tests stem from the board deciding to form much closer links with employers than are usual with examining boards.

Mr George Turnbull, the AEB's industrial liaison officer, said: "There is not doubt that we have a generation that has passed through school, many of whom cannot spell or punctuate or master other basic skills. In all the tests we have started we went to employers and asked them what they wanted pupils to know, and it often proved to be things that are not emphasized in O level and CSE syllabuses.

"For example, many employers tell us that school-leavers don't know what an inch or a foot is. The schools may have changed over to the metric system, but much of industry has not. Our basic, English test examines students' ability to take a message over the telephone, another thing employers have complained about."

"Travel agents tell us that some of their trainees know that India has a rainy season but they don't know where India is."

The new geography exam, to be launched next May, will test map reading skills as well as awareness of where places actually are. Candidates will, for example, be asked how to find their way round the London Underground using a Tube map.

One question will ask candidates to fill in the gaps in the description of a pop group's UK tour.

Employers' complaint that leavers do not have a basic grasp of geography.

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OVERSEAS

Asian children set the pace in achievement

UNITED STATES

Bill Norris on success among the new immigrants

There is a new "model minority" in American schools – the children of Asian immigrants. They are studying harder, achieving more, and going on to earn higher salaries than their white counterparts.

Statistics released by the US Census Bureau show that 96 per cent of Japanese-American children complete their high school education, 94 per cent of Koreans and Asian Indians, 90 per cent of Chinese and 89 per cent of Filipinos. The completion rates for whites is 87 per cent, and for blacks 74 per cent.

When it comes to college, the Chinese lead the way: 60 per cent of those between the ages of 20 and 24 enrol at university, with the Japanese not far behind at 48 per cent. Even the Asian group with the lowest higher education achievement, the Filipinos, have a better university attendance rate than all the non-Asians.

The recent wave of Asian immigrants is transforming the US immigrant population. They now number more than 5 million, and are expected to exceed 10 million by the year 2000.

Over the past five years they have accounted for 48 per cent of legal immigration, compared with 12 per cent during the 1960s. A third of new Americans are now entering from Mexico or Latin America, and only 12 per cent from Europe.

In the educational field, the only Asian immigrants to fall behind the general standard are the children of the Vietnamese "boat people", who mostly come from poorer backgrounds. It is not expected that they will stay down for long.

Union issues guidelines on AIDS admissions

After weeks of protests and boycotts by parents, and a lengthy court battle which has still to end, the furore caused by a New York School Board decision to allow a seven-year-old child with AIDS to attend school has subsided.

The child has now been found not to be suffering from AIDS after all, but only carrying the antibodies to the disease. This means there is only a small chance that he or she will develop the illness at all.

Although hearings have finished, the court is still considering its decision on the case.

The anonymity of the child has been preserved, and the location of the school in question is not known. Neither is it known whether the child is attending school.

Meanwhile, the National Education Association, America's largest teachers' union, has produced a set of guidelines on the conditions under which children and teachers who have been diagnosed as having AIDS should be admitted to school.

But in the atmosphere of panic which the disease has engendered across the country, it remains to be seen whether anyone will take much notice. Although there have only been 191 known cases of AIDS among children under 13 in the United States, three-quarters of whom have been under school age and 120 of whom have already died, school districts from California to Connecticut have already decided to bar such victims from the classroom altogether.

The NEA guidelines suggest that infected children should be treated on a case-by-case basis, and should only be allowed in class after agreement by a team of doctors, school officials and parents, that it is safe for them to do so.

The union recommends that they should not be permitted to attend school if they show visible open lesions, or if they are believed to be prone to vomiting, spitting, or biting their classmates. Similar conditions are laid down for teachers suffering from AIDS.

But the union's lawyer, Mr Robert Chanin, has admitted that they leave many questions unanswered.

He points out that although the union recommendation that AIDS children excluded from class should be given instruction in isolation, it doesn't say who should teach them.

The guidelines are intended to cover not only those who actually have the disease, but also those who have been infected by the virus and are capable of transmitting it although they have not developed any symptoms. In such cases, where a school employer has reasonable cause for suspicion, the NEA recommends that a medical test should be mandatory.

However, "reasonable cause" is not taken to include known homosexuality, and school officials are specifically excluded from asking the sexual preference of a student or teacher. The phrase is intended to cover cases where a spouse is known to have the disease, or if a school employee has recently given birth to a child with AIDS.

On the thorny question of anonymity, the guidelines recommend that the identity of those suffering from AIDS should not be publicly revealed, but should be disclosed to those who have to work with them.

Inquiry into teaching quality

NEW ZEALAND

New Zealand's new Parliamentary education and science committee has announced that its first inquiry made under recently increased powers will be into the quality of teaching in schools.

It will consider:

- Whether clear standards exist (or could be established) by which the quality of teaching can be measured;
- How such standards and their implementation procedures were decided;
- The assessment of judgements involved and their implementation;
- The possible setting of codes of professional and personal performance;
- Means of ensuring efficiency and flexibility sufficient to meet the demands of changing needs.
- The ways to attract the most effective recruits into teaching and
- The provision of effective initial and continuing training.

The committee aims to complete its work by April or May 1986.

"Teachers have nothing to fear from a positive inquiry into the quality of teaching," Mr Noel Scott, the chairman, said.

But Post Primary Teachers' Association President, Mr Tony Steele, said it would take all the skills of the committee chairman to stop it turning into a witch hunt.

Terry Power

Executed: Luke Khumalo and his wife Jean

Britons set to remain at 'murder mission'

ZIMBABWE

Mike Williams on the staff who defy death threats

Most of the eight British teachers at the Thekwane mission high school in the Matabeleland region of Zimbabwe are expected to stay on at the mission despite threats against their lives by anti-government rebels who killed the headmaster and his wife on November 25.

The teachers – among them Ms Alison Keen and Ms Cathy Ricketts of Voluntary Service Overseas – were evacuated with other expatriate staff to the regional capital of Bulawayo the day after a large group of unidentified gunmen surrounded the school at night and executed Lionel Douthwaite, the British wife, Jean.

A private volunteer teacher, Joss Douthwaite, was shot three times by the gunmen, apparently after he went to investigate the gunshots that killed the Khumalos. Mr Douthwaite was reportedly in satisfactory condition at a Bulawayo hospital at the weekend.

His older brother, Mark Douthwaite, had been a volunteer at the school previously, under an arrangement made between the Thekwane school and Kingswood school, an independent Methodist boarding school, near Bath.

Kingswood has had links with the mission school for 20 years, and has arranged for four volunteers to work at the school over the past three years. Harrow also has links with the school.

Mr Ken Worger, the administrative officer of the Methodist Church in Zimbabwe which runs the Thekwane mission, said staff there were mystified by the attack and the threat against the white teachers.

Hundreds – possibly thousands – of Matabeleland residents have been killed or tortured since rebels and government security forces began playing a bloody cat-and-mouse game in the region in mid-1982.

Zimbabwean security forces have promised increased patrols of the area but residents doubt that the mission can be made safe from another attack.

The rebels are thought to operate from bases in Mozambique across the border with Botswana, which Zimbabwean authorities say the rebels use as a safe base.

In 1977 a band of Joshua Nkomo's Zipra guerrillas kidnapped Mr Khumalo and several hundred Thekwane students into Botswana as forced recruits for their fight against white Rhodesian rule. Some of the students decided to stay, but Mr Khumalo hit the headlines when, following an international outcry, he led the remainder back to the mission.

Union picks first woman president

AUSTRALIA

Luis Garcia reports on a crucial election campaign

For the first time in its history, the New South Wales Teachers' Federation – the largest and most vocal teaching union in Australia – has elected a woman as its president. She is Ms Jennie George, who has been described as both a feminist and a progressive.

Ms George won 68 per cent of all the votes cast to defeat easily the incumbent, Mr Ivan Pagett, a self-styled moderate whose two-year term as president has been plagued by industrial unrest.

Ms George's victory comes at a crucial period for the federation. In the past 18 months, the union's power and influence have declined considerably and its once-privileged relationship with the state government has abruptly ended.

The newly elected president has already admitted that there is much dissatisfaction among members over the way the union is run (only about 35 per cent of the 70,000 members bothered to vote) and said she would work hard to redress this problem.

Her other immediate priorities would be to halt the rapid decline in morale among teachers and to establish a "meaningful process of negotiation" with the state government and Mr Rodney Cavalier, the NSW Minister for Education, regarded as a fairly tough negotiator.

During the election campaign, Ms George promised to give the federation experienced leadership and "a new direction". She strongly criticized Mr Pagett's leadership, saying it had been divisive and few concrete results.

Ms George, who was backed by a coalition of left-wing members and women's groups, spent at least $A25,000, about £12,500, in her campaign, while Mr Pagett is believed to have spent about $A5,000.

Mr Pagett ran on a one-man platform which called for the opening up of the union. He claimed that the federation had been controlled by a small clique of orthodox left-wingers who wanted to remain in power at all costs.

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Jane Marshall reports from Brussels on two major education projects being planned by the EEC

Erasmus plans to broaden HE students' minds

The European Commission wants to see a tenfold increase in the number of university students in the Community studying in other member countries.

Mr Peter Sutherland, commissioner responsible for education, told a conference on higher education cooperation in the European Community held in Brussels last week that a programme, known as Erasmus – the European Action Scheme for the Mobility of University Students – was about to be unveiled. The plan is to increase the number of students spending study periods abroad from the present "derisory" figure of less than 1 per cent out of 5,000,000, to at least 10 per cent by 1992.

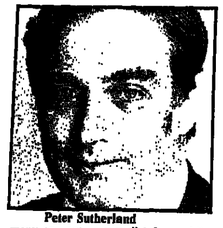
Since the Community's programme of co-operation between universities began in 1976, 30,000 students have studied in other member countries through about 500 joint study programmes. But while the programmes had evidently been a success, they had been "on a microscopic scale and on a precarious year-to-year basis", he told the conference of 400 academics, students and European MPs.

He said it was expected that Erasmus would be adopted and passed to the Council by the end of the year.

Low funding is one of the reasons the joint study programmes have made little impact. Professor J. Sperna Weiland, former rector of Erasmus University, Rotterdam, said it had been suggested that the Community had spent a thousand times more on rape seed and sunflower seed rulings than it had on the subsidization of joint study programmes. To date, only £3 million had been invested.

Professor Weiland strongly argued for funds to be made to the joint study programme for three or five years instead of for one year which "makes long-term planning impossible".

He had found too that information about the Community's programme did not always get through. But, paradoxically, the problem was not necessarily lack of information: "Heads of universities receive considerably more information than they can possibly manage; the result is that



Peter Sutherland

many are not very well informed."

Governments and industry also needed to be kept in touch, he said. A recent draft UK Government planning paper on higher education made no mention of European exchanges, and other government agencies did not include a "European dimension" in their policy and planning. Professor Weiland added that he feared other Community states were probably guilty of the same omissions.

The conference recognized that mobility and exchanges in higher education became less attractive to students if there was no formal recognition of their time and experience spent abroad. It rejected harmonization of the vastly differing systems and standards of higher education throughout the Community, and the introduction of a European credit transfer. But there was discussion about European certificates specifically for students involved in joint study programmes, though questions of which authority would award it and what its value would be remained unanswered.

COMETT's arrival time still in doubt . . .

EEC employment and education ministers were expected to adopt a long-awaited education and training for technology programme at a meeting in Brussels yesterday.

However, despite a strong general commitment from member states to COMETT – an action programme designed to foster co-operation between universities and industry – some questions had still to be resolved this week.

One issue was whether, as the Commission proposed, the committee which would help it would be drawn from independent experts and be purely consultative; or, as all members except the Irish and Italians insisted, it should be composed of state representatives who could take control of its budget.

Another disagreement was over the amount of Community financial support. While seven member states agreed with the Commission's proposal for 80 million ECUs (£48 million) to be spent on Comett's first four years, the United Kingdom, along with France and Germany, wanted to spend less.

Instead of the programme running for seven years, as the Commission proposed, all the countries except Greece and Italy thought Comett should initially run for four years with a council decision before the end of the period on whether it should continue.

Failure of this week's meeting of the Social Affairs Council to adopt Comett would hold it up until the next council meeting in June 1986 – half-way through the year in which the Commission has scheduled the programme to begin.

Co-operation between higher education and industry also featured in another item on the Social Affairs agenda – the European Commission's guidelines for employment, education and training for youth.

This was an opportunity for the council to discuss the proposals published in the Commission's memorandum for International Youth Year published in July.

At a time when one in four of the Community's 48 million 15 to 25-year-olds are unemployed – a rate three times greater than that for adults over 25 – the Commission put forward in its memorandum proposals to gear education and training to new technologies, to generate more jobs for young people and to increase their mobility. It called for action to help the disadvantaged young, and to promote equality for girls, young disabled and migrants. The two commissioners concerned with youth policy were to speak on the memorandum to the council.

Although not mentioned in the paper, it was expected that ministers would discuss the proposal of a youth action fund to give support to youth initiatives.

Loosening the lycée pupils' bond

FRANCE

Mary Follain on the new 'Bac' that will allow more freedom to specialize

Lycée pupils will begin preparing next September for the new *Baccalaureate* introduced recently by M Jean-Pierre Chevènement, Education Minister, which will allow them more freedom to specialize in certain subjects.

However, it will still not be possible – as in England – for a student specializing in an arts subject to give up mathematics altogether. Indeed they will continue to have two hours of maths a week in their final year at school.

Nor will they specialize as early as the English. In their penultimate year they will be able to choose in the academic "Bac" between three branches: arts; economics; and maths and science, each offering two or three possible programmes of study, or "series".

The general studies or academic "Bac" will give a choice of eight series (four arts and four mathematical or scientific). Candidates taking one of the technical "Bacs" will also have more choice: 12 technical "Bacs" (instead of the present 16) but about 30 entirely new vocational or professional "Bacs", created only last summer by M Chevènement.

What will remain of the Ministry's new reforms after the expected right-wing election victory next March is uncertain. The Ministry is certainly pushing to feed as much as it can into the system before then and, since M Chevènement's sweeping revision of the curriculum and his emphasis on effort and patriotism have proved extremely popular in the country, much of it is likely to stick.

In any event, a move away from the traditional encyclopaedic ideal of French education towards greater specialization has been gaining momentum for some time – if only because it is becoming impossible to go on adding to the heavy lycée curriculum in the hope to leave no serious gaps.

Education historian Professor Antoine Prost – in his report on lycées commissioned by former Education Minister M Alain Savary – drew attention to the overloading of the curriculum. A more recent one from the *Collège de France* was also highly critical of the encyclopaedic lycée studies.

With Sir Keith Joseph introducing more general studies into the English system and M Chevènement experimenting with specialization, it looks as though the two systems will eventually take on a greater similarity but it will take time. M Georges Laforest, an associate of M Chevènement who has been closely involved in the lycée reform, says that they had rejected the idea of greater freedom of choice because of the French attachment to a general culture.

He said: "We are not ripe for it yet but in a few years time, France may well have a common core of subjects with additional options, as in the Geneva International 'Bac'."

Throughout France next year some classes will be trying out a similar system of five basic subjects plus two optionals and if successful the system could be introduced generally.

The biggest obstacle to any real choice between the various academic "Bacs" is the overriding preference shown by the prestigious *Grandes Ecoles* and more selective universities for the mathematical Bac C, no matter what course of study the candidate applies for.

They will have to be persuaded that Bac C candidates are not necessarily the best and M Chevènement has entrusted Madame Josiane Sètre, headmistress of the *Ecole Normale* in Sèvres, with the unenviable task of persuading them to give more consideration to candidates in the arts and economics series.

Jean-Pierre Chevènement: his curriculum reforms have proved extremely popular.

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ECHE

Art education is much more than learning skills

Sir – I have the misfortune to teach a subject on which everyone, how ever ill-informed, feels qualified to pronounce; but this misfortune is far outweighed by the privilege of thereby being associated with many of the most dedicated, hard-working, and competent members of the entire teaching profession.

While, therefore, I am not altogether surprised at the rash feat of extrapolation which leads Paul Johnson (Personal Column *TES*, November 22), apparently on the basis of a single visit to "one of our big London art schools", to widely condemn the teaching of art in this country, I do feel compelled to refute his amateurish onslaught.

Without having seen for myself the particular art school work which has attracted Mr Johnson's displeasure, I will of course not attempt to defend it; nor will I know much about work in art schools generally, since I am not in regular contact with it. But I will say that I work with an annual intake of 30 post-graduate teacher-trainees who are a credit to the schools of art and university departments from which they come. They are neither short of skills nor of the determination to impart skills to the pupils they will teach. They are also well enough educated in their field to realize that the notion of skill, when applied to art, cannot be simply defined by the kind of [illegible] the figure; selecting and mixing colours; planning and composing a drawing; mastering perspective; learning to look at nature.

By the classic standards which I suspect are Mr Johnson's criteria, Turner's drawing of the human figure was embarrassingly clumsy. Also, according to these criteria, Van Gogh's use of colour was crude and undisciplined; Degas broke all the rules of pictorial composition; Giotto's attempts at perspective were infantile; and many of Cezanne's canvases appear so divorced from nature (just think of those awful bathers in the National Gallery!) that they would hardly earn an O level pass.

There is no single, simple route to artistic distinction. There never has been, nor, I hope, will there ever be. It is the central purpose of art education to demonstrate this.

The function of art in schools is precisely that of all other subjects in the curriculum: to educate. It must, therefore, be to do with far more than the transmission of practical skills and certainly with far more than "using the imagination". Of course it must – and in most of the schools I visit, it does – include these aspects. But it is also to do with understanding art; with developing in pupils a critical appreciation of the art of other times and other cultures and with helping them to see their own artistic endeavours in this wide context. It is a context which must, for example, include (as well as classic European prototypes) the work of obscure African craftsmen whose carvings helped, via Picasso and others, to spark off what Mr Johnson writes off as the "bizarre and unassessable manifestations" of the modern movement in art.

Art has probably never in the history of British general education been taught more vigorously, with more [illegible] by more knowledgeable teachers than today.

ANTHONY DYSON
Senior Lecturer
Department of Art and Design
University of London Institute of Education
and
Chairman
National Association for Education in the Arts

Georgian values

Sir – What a rare experience it was to read Paul Johnson's criticism of art and design education. Mr Johnson answers the question how should we teach the young to draw and paint, by firmly stating: "If we want to know how art should be taught, perhaps the best answer is we should teach art as Turner learnt it".

It needs an extraordinary mind to advocate not simply a return to Victorian values but to Georgian ones. It now becomes clear to me that the study of philosophy should not progress beyond Kant, no progress was made in literature after Jane Austen, while all music after the time of Beethoven can be ignored. Why stop with arts? Doctors need learn nothing of developments after Lister, nuclear physicists can forget all about Dalton to say nothing of Rutherford; clearly the industrial and technological revolutions should have been halted in their "Golden Years" and today's scientists could, like Turner, rejoice in the age of steam.

Just one small point which does rather undermine Mr Johnson's thesis: I wonder if he is aware that Turner died in relative obscurity at a time when the general public and most critics were unable to accept his decidedly avant garde paintings? In his day Turner was himself accused of "drawing a blank" or, at least, a contemporary critic described one of his more famous paintings as a "picture of nothing and very like".

JOHN STEERS
National Society for Education in Art and Design
7a High Street
Corsham
Wiltshire

Minimal training

Sir – I read Paul Johnson's article on art education with interest. While I share his concern about the nature of art education within fine art departments I think he is wrong to assume from his observation of art colleges that the teaching of art in schools must be the same.

Clearly, many fine art departments are run on the assumption that the students are part of the contemporary art scene or the avant garde – from my own experience while being a fine art student I would say that many students are actually pressured into regarding themselves in this way.

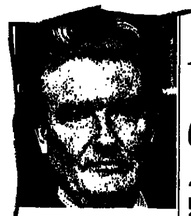
While I disagree with Paul Johnson about modern art – I do not regard it as a fraud – I would agree that it is not necessarily the most useful art education that a student or prospective teacher could receive.

Indeed, while I was a student the fashion was for minimal art and conceptual art, styles that do not necessarily assume the existence of an art object at all.

In fact, of course, at secondary school level, in contrast to art colleges, the teaching of art is firmly rooted in observation and experience. I would suggest that the purpose of art education in schools could be defined as enabling the children to synthesize aesthetically and intellectually a great many disparate observations into single, harmonious wholes.

Finally, copying prints and plaster casts was probably the dullest way of learning about art – only those artists with a greater vision managed to survive it without themselves in turn merely producing more dull pictures.

P J BRUDDOCK
The Larches
Loom Lane
Radlett
Herts



PAUL JOHNSON

Drawing a blank

'Exercising imagination is often the substitute for the teaching of art in schools and colleges'

[illegible] enjoy it, is a very different matter. Not [illegible] Not if art is [illegible] just [illegible] able to write and spell [illegible]

New possibilities

Sir – Judging by the absurdity of Paul Johnson's suggestion that art education should step backwards a century or so, and still produce artists receptive to and responsive to issues of contemporary society – whilst knowing him to be a learned man – one can only assume a wilful misunderstanding on his part of the relationship between art of any significance, and the place and time out of which it grows.

That the teaching of art is problematic is not in question, and there is much current debate amongst art educators as to the way in which this might best be done. However, he does less than justice to art education in this country by implying that an "imaginative free-for-all" is the basis on which the considerable achievements of recent British art and design have been built. I suggest that he might even go and look at art departments in many schools to find work of impressive quality and sensitivity, and evidence of skills in a wide range of materials and techniques.

He must also, of course, realize the impossibility, for any young person, or indeed, anyone seriously interested in the arts, of ignoring those achievements of the modern movement which he so summarily dismisses. They are the touchstone of contemporary art of all kinds, for they have developed out of modern society, and have a relationship which cannot be artificially formed by substituting a wishful return to past values and achievements, notable as they undoubtedly are.

As an art teacher, part of my job is to create, in young people, an awareness of, and, hopefully, an understanding and enjoyment of art of all kinds, past and present – for there is much to value in both – and not to demonstrate, by a dismissive selectivity, an approach in which conservatism takes on a new definition, not cultural or historical, but medical, as a condition resulting in a progressive closing of eyes and ears to new possibilities.

TED FAIRCLOUGH
Head of Art
High Green School
Pack Horse Lane
High Green
Sheffield

Awards opposed

Sir – In the front page lead (*TES*, November 22) on the planned revision of Distinction and Merit awards, Biddy Passmore writes that "only the right-wing National Council for Educational Standards and the independent schools" favoured the original proposals.

It should be pointed out that the Girls' Schools Association representing girls' independent schools strongly and unequivocally opposed the Distinction and Merit scheme as being ill-conceived and divisive.

MARGARET SPURR
President
Girls' Schools Association
107 St Paul's Road
London N1

'Fall' explained

Sir –Your table of GREs for 1986–87 showed only two authorities with an apparent reduction on 1985–86, namely the most urban in the country, the ILEA, and the most rural, Northumberland. This apparent reduction has caused a good deal of consternation and dismay here and requires an explanation.

Northumberland is the only county whose police operations are shared with a metropolitan area (Tyne and Wear). Under the new GRE arrangements, police authorities receive a separate figure. In effect, therefore, Northumberland's GRE for 1986–87 is about 7 per cent up on 1985–86 when spending on police has been excluded.

The financial constraints on the authority remain considerable, but not quite so frightful as your table would suggest.

CHRISTOPHER TIPPLE
Director of Education
Northumberland County Council

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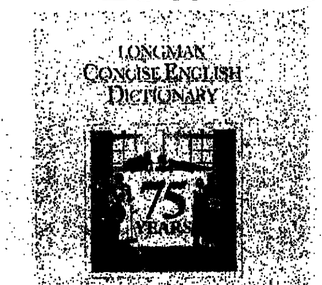

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LETTERS

How the status quo in science fails our children

Sir – I have read with great interest the correspondence in your pages about the strengths and weaknesses of physics and integrated science in Hertfordshire. By and large readers are party to a local argument but it can be construed as having an important national dimension. Mr Parker has given some (in his words) "damning" statistics about changes to integrated science.

Although these do, of course, refer only to two individual years in one school and it would be easy to attack their use, I prefer to believe Mr Parker and allow him to be worried about the school in which he teaches. *My* worry is different: it is nationwide and, eloquently, I think, expressed by these statistics gleaned from APU figures (see table).

Apart from the worrying gender differences, at least two issues arise from a study of such figures:

1 More than 80,000 youngsters each year go out from school having done no science over the last two years of compulsory education;

2 The vast majority of these children have been faced with the usual choice of physics, chemistry and biology as Mr Parker and some of your other correspondents seem to be advocating. They have then chosen appropriately and usually in accordance with what they feel about their science education thus far. Clearly children's views of their science education are not totally in accord with some of your correspondents'.

Now I am not suggesting that a rethink of 14–16 science education would solve all this at a stroke, but what is perfectly clear is that the present system is failing 80,000 children totally every year, to say nothing of failing the *bulk* of children in terms of breadth and balance in science education. I hope those who are advocating complete retention of the status quo can tell the rest of us how they propose to solve these national problems.

M G MICHELL
Director
Secondary Science
Curriculum Review
London W1

Student Subject Choices in Years 4 and 5 England, Wales and Northern Ireland (APU Data) (1980)

Subject choices in science	Percentages	
	Boys	Girls
Three subjects	14	9
Two subjects	24	17
One subject	54	60
No subjects	7	14

Resisting change

Sir – The letters concerning integrated science (*TES*, November 22) provide considerable insight into the main problem preventing its introduction in many schools: attitudes adopted by teachers.

R Parker uses statistics to prove conclusively that the uptake of science subjects in his school has decreased significantly since the introduction of integrated science, though his assumption that integrated science is only equivalent to one science, not three, is rather dubious.

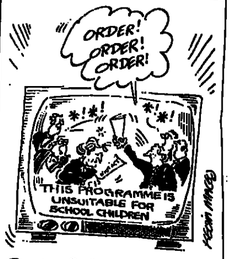
Is he really surprised? If the teacher is not committed to the subject how *does he expect the pupils to respond?* The suggestion that integrated science contains less relevant physics than a mode 3 physics course implies an ignorance of the social and technological aspects of integrated science courses and the skills-based, problem-solving approach on which they are based.

J Osborne then tells us that we have not got the teachers to teach the course. The fact that many chemistry/biology teachers cannot correctly tell you what centrifugal force is surely indicates the failure of our present separatist system and makes a case for integrated science in the future. That there are teachers prepared to teach one branch of science without a sound knowledge of the other branches is in itself indicative of present attitudes.

Finally, D Jackson states that physics must be available at O level so that girls can choose it. As a separate subject physics will only be chosen by a *minority of girls* at GCSE level. Integrated science as a core subject ensures that *all* girls continue with physics and hopefully encourages its choice as a possibility for A level study. If she feels that the physics content of integrated science is comparatively insignificant a simple exercise of syllabus comparison will prove otherwise.

That all pupils should follow a broad, balanced science course is surely indisputable. Inevitably, curriculum demand by other subjects will restrict science teaching time below the 20 per cent suggested maximum. Integrated science must represent the way ahead and hopefully the chemistry, biology and physics specialists will be adaptable enough to become real science teachers with a special interest in one section of the subject. Reality may prove otherwise.

R BURTON
Science department
John Hansard School
Croye Close
Andover
Hampshire



Out of sight

Sir – I was interested to see that both the Secretary of State for Education and the Chairman of the Conservative Party voted against allowing television cameras into the House of Commons.

I was left wondering how the leading proponent of teacher appraisal could justify voting against giving the electorate the means of appraising the performance of MPs. I was also left wondering why the recent Disraeli Lecturer missed the opportunity to expose to public view, the ill-discipline and bad manners of many MPs, as evidence of the shortcomings of our education system.

What a lesson in double standards!

A FUSSELL
10 The Close
Kington St Michael
Chippenham
Wilts

Do as we say

Sir – The news that Margaret Thatcher and Sir Keith Joseph voted against television in the House of Commons caused us some amusement.

Could it be that these two, who were so keen that teachers' performance be assessed, are actually themselves frightened to reveal their own day to day "performance" in Parliament for public assessment?

Is this yet another case of "do as we say not as we do?"

R H BRUTON
On behalf of NAS/UWT staff
at Heathfield High School
Cradley Heath
Warley
West Midlands

On target

Sir – Your article on engineering recruitment (*TES*, November 15) contains an error of fact in respect of this polytechnic. South Bank, one of the eight polytechnics which has received money in the second part of the Government's £43 million Switch programme, has achieved its National Advisory Body "first year" recruitment target for 1985/86, enrolling 21 per cent more full-time equivalent students than in 1984/85.

TERRY HARVEY
Deputy Academic Registrar
South Bank Polytechnic
Borough Road
London SE1

College 'blight'

Sir – Your front page report (*TES*, November 15) quotes an unfounded and misleading statement by the Secretary of NAB concerning this college. Having acknowledged the college's successful recruitment to targets in 1984, Mr Bevan assumes that the subsequent effect of the recent NAB planning exercise has been the demoralization of the college. It is unacceptable that NAB should speculate publicly on the standards, morale and recruitment at a college without an attempt to investigate the real position.

Morale and recruitment at this college are high. In 1985, after six months of NAB "blight", the college recruited to well over 90 per cent of target (215 students) although every incoming student was warned of the threat of closure. Recruitment for 1986, which has been delayed for more than a month awaiting a NAB allocation, is buoyant.

The Secretary of State, in his letter to the Chairman of NAB requesting a review of its ITT proposals, invited NAB "... to consider what adjustments are needed to the recommendations to avoid pre-empting decisions to be taken following their further review of 1987/89 intakes."

Mr Bevan's letter, which he has made "generally available", could be highly prejudicial to future decisions if it were to go unchallenged and, through publicity, encourage the low morale and lack of recruitment it presupposes.

DEREK HASLAM
Principal
Hertfordshire College of Higher Education
Wall Hall
Aldenham
Watford

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Liverpool's financial plight is affecting more groups

Extra duties

Sir – The article "Liverpool debt hits teachers" (*TES*, November 15) rightly makes reference to groups of teachers who are not receiving their correct salaries as a result of the economic situation in Liverpool. I am, however, concerned by the omission of yet another group.

Although relatively few in number within the city, teachers who undertake additional duties, in the form of extra hours, perform often essential tasks and, without their contribution many of the residential establishments in the city would cease to operate so smoothly. For their labours, teachers should receive an additional duties allowance of £2,577 per year.

In Liverpool, however, they are still being paid at the old rate of £1,996 per year, despite the fact that a new national agreement was reached in March of this year and backdated to September 1 1984. Each teacher on this allowance is now owed a considerable amount of backpay which, in the present economic climate, they cannot expect to receive in the near future.

In addition, those teachers who carry out sleeping-in duties are being paid £6.63 per night instead of the now nationally accepted rate of £10.59 per night. Residential child care workers, however, are being paid the "new" rate for exactly the same duties.

Head and deputy heads in residential schools have also not yet received the increase in their residential allowances agreed in May of this year. As a result of this I now find myself, as deputy head of a residential school for maladjusted boys, receiving less salary each month than in my previous post as a scale 3 teacher with the additional duties allowance.

The effects of the present situation in Liverpool are not, of course, simply financial. There is a far more significant effect on the degree of stress staff are being placed under, and upon the morale of all those concened with the running of the schools.

As a direct result of the present economic sanctions placed on the schools we have been unable to order even essential stock and orders we have made have not been passed by the finance and strategy committee of the city council, before whom every item of expenditure must be placed for ratification. In my own school we have had to borrow bedding and items such as exercise books from other establishments, buy soap powder for our laundry from our own pockets and even buy sets of essential textbooks from our salaries.

Since September schools have had to maintain the service on a week by week basis. In the past week this has been reduced to a day by day basis as we wait to hear what is to happen if the money finally turns out. The setting of a legal budget at the end of this week may well save the city from bankruptcy but will it produce the amounts of money now required to get the city services back to normal?

Councillor Hatton has insisted throughout his campaign for the city that services would not be cut. Has he, I wonder, any idea of the effects which the policies he supports have already had upon the standard of those services?

M BEBBSWARICK
13 Sunnybank Cottages
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FEATURES

Horses to water

Joseph O'Connor finds 'fundamental weaknesses' in Croydon's new guide for parents.

I work as a teacher in the London borough of Croydon, and read its *Guide for Parents* with interest. It sets out the objectives which the l.e.a. thinks schools should offer children, and what children should know by the time they transfer to secondary school.

The booklet is well thought out, and a great deal of care has been taken over it. It makes some excellent points, but these very points undermine its usefulness and reason for existence. It has a fundamental weakness that always crops up when attempts are made to lay down objectives of this nature.

On page 3 it states: "The booklet describes what is offered in all our primary schools, to every child, and what we expect most of them should know and be able to do when they move on to secondary school at 11."

Page 4 begins: "All schools aim to make sure that all children reach their full potential through *teaching* (my italics) to the highest standards, and in ways which closely match each pupil's own aptitudes and ability."

It goes on to say: "The performance of all children is therefore regularly assessed in all aspects of their development . . . "

This does not follow. First, performance is not learning or teaching. Learning is a *process*. The learner makes a selection from the resources that he is offered, or which he actively seeks out. It involves gaining knowledge and widening one's degree of choice in certain matters. Learning styles differ, and any education must take these differences into account. Performance at someone else's behest, and judged by someone else's criteria, will not necessarily tell you what the child's learning ability is and it clashes with respecting each pupil's own aptitudes and ability.

Performance does not indicate anything about a child's potential either, or if they have reached it. Potentials do not exist unless they are realized. Testing performance will not necessarily tell you anything about encouraging either – there is far more to teaching than hammering facts into children to make sure they can reproduce them in a test, as the Croydon l.e.a. would be the first to admit.

The paragraph goes on: "It is important to understand, however, that because children develop at widely differing rates, it is not possible to be specific about the skills and degrees of knowledge which should be mastered by individual children at certain stages." Exactly. So what is the purpose of the booklet? It seems to have lost its justification. Can it ever be more than a public relations exercise or an expression of hope about what "should" be taught, and what children "should" learn in primary school? The two are not equivalent. If they were then students would not fail examinations and a teacher's life would be immeasurably easier.

I have put the word "should" in inverted commas. It occurs a great deal and needs looking at carefully. Whenever I see the word "should" I ask myself the question: "Or what will happen?" The deleted consequence is: "Or we think that the children will be disadvantaged in some unspecified way." So a value judgement has been made. However, if "children develop at different rates . . . etc" then the whole exercise is doomed before it starts. At which point in time are you to judge that they are disadvantaged?

A number of objectives are listed on page 6. These are so vague as to be meaningless. None of the verbs have objects. For example: "Most children will be able to . . . Read fluently and accurately with understanding, discrimination and enjoyment . . . Speak and write clearly and confidently . . . Write legibly and neatly with good standards of spelling, punctuation and grammar . . ." Read what? How fluently is fluently? Ditto neatly. Write what? Clear to whom? What standard is a good standard and who is the judge? Without these dimensions the objectives have no meaning.

On page 7 it says: "The curriculum is the whole learning experience offered by the school . . . It is also the tone, standards, quality and discipline of the school and the attitudes and values it puts forward." This also points to a confusion between what is taught, how it is taught, and what is learned. They are three separate issues and the document uses "The Curriculum" to refer to first one and then the other as it goes along.

This confusion permeates the whole curriculum/assessment debate at the moment. "The Curriculum" ends up meaning nothing more or less than "life, the universe and everything": "Words mean exactly what I choose them to mean", as Humpty Dumpty has it.

'The confusion of what is taught with what is learned'

"How children learn is as important as what they learn," is the heading of the next paragraph. This is the most important fact of all: The two cannot really be separated. The aims of the primary schools listed on page 5 are beyond reproach, but there is no indication as to how they are to be achieved. This is absolutely crucial, but beyond the scope of the booklet. Without it the document does not mean very much.

In planning the curriculum all schools aim to ensure that among other things: "As far as possible the way the children are taught individually, in small groups, or as part of a whole class, matches their individual needs" and "As far as possible learning is rooted in the pupil's personal experience."

Learning is always rooted in the pupil's personal experience anyway. It cannot be anything else. Teaching is not. Teaching is rooted in the teacher's personal experience. How the two overlap is the important thing and this link is how learning takes place.

The stated objectives cut the ground away from the rest of the document which is about giving outside judgements on what "should" be achieved, unrelated to the student's individual experience, and then trying to assess ground that constantly shifts. It has a built-in self-destruct mechanism whereby the more you try to apply it, the further it departs from reality. It does not work just as well, otherwise we travel down the opposite road which ends in authoritarian testing of set attainments, and evaluation of schools and students by central dictat, unrelated to their particular personalities and individuality.

The rest of the booklet lists curriculum objectives by subject and suffers from the same difficulty of being so vague as to have little meaning.

The fundamental flaw is the confusion of what is learned with what is taught. Treating them as the same leads either to impossibly vague objectives, or to becoming bogged down in unrealistic details which are impossible to implement. Assessment is impossible in either event. What is taught can be monitored. What is learned cannot, especially in the hidden curriculum.

Education is like a black box. What goes in one end, (the teaching) can be fairly easily monitored at least with regard to facts. What emerges at the other end cannot be assessed in terms of what has been put in. It is the result of the interaction of the individual student's learning process.

Until learning is distinguished from teaching, and until attention is focussed more on how learning takes place rather than trying to spell out what "should" be learned, curriculum and assessment will get nowhere.

What we think children "should" learn by age 11 (or any other age) will no more affect the outcome than saying we think the average educational examination attainment at school "should" be higher than one Grade 4 pass at CSE per person.

Joseph O'Connor teaches in Croydon.

Let there be darkness

Parents find out much more when schools are left to publish their own brochures, Alan Weeks finds.

I recently surveyed brochures from 560 primary schools in various parts of England and Wales. The most significant finding to emerge is that where local education authorities have decided to give their schools guidelines on what information to provide for parents and then bear the costs of production (or at least arrange publication in bulk) the result is that parents receive far poorer information than from schools who do-it-themselves.

Of the 560 brochures, 195 (35 per cent) were produced under local authority guidelines and auspices. They were far more likely to be printed than other brochures (45 per cent compared with 7 per cent) though only one in five authority sponsored brochures had hard covers, half as many as the rest.

The average length of schools' own brochures was 15.5 half A4 pages (brochures on A4 size paper were counted double) while the average length of l.e.a. brochures was 8.1 half A4 pages. This difference may be explained in part by the fact that nearly half of LEA brochures were printed in more compact type. But even with a ratio of three printed words to every two on the typescript page, and allowing for the few printed non-l.e.a. brochures, the difference in average length is still considerable (15.9 pages to 9.6).

So much for quantity – what about quality? Some were very poor, lacking essential details about educational aims, the curriculum, discipline, and matters concerning parents and governors in spite of the regulations made under the 1980 Education Act specifying that information provided to parents about schools must include "particulars of the curriculum", "education as respects sexual matters" and "general arrangements as to school discipline".

Some 43 of the 195 local authority brochures failed to mention sex education at all – a clear breach of the regulations. The regulations also require details of special arrangements for pupils with special educational needs, but over a quarter of the 560 brochures examined failed to mention them, including 40 of the 195 l.e.a. brochures.

Some 63 brochures contained no statements whatever about educational aims. Most of these (39) were produced under the guidance of local authorities. Moreover, if one computes the number of statements about educational aims, the authority-inspired documents were again at the bottom of the league with an average of two statements per brochure compared with 3.5 in the rest.

One brochure in five lacked details of one or more of: the structure of studies, the methods of teaching used, special needs, computer education or sex education. In this respect, local authority brochures were no better nor worse overall – only one l.e.a. brochure was completely lacking in any information at all about the curriculum – but there were disproportionate numbers of them with other deficiencies.

For instance, 7 per cent of l.e.a. brochures had no account of the structure of the curriculum (compared with 3 per cent of the other brochures) and 8 per cent had the structure but no other details of the curriculum (compared with 4 per cent of school-produced brochures).

On details of the ways schools maintained discipline, 84 brochures produced under l.e.a. guidelines (43 per cent) had nothing (compared with an almost equally bad 40 per cent of others).

The purpose of school brochures, as envisaged by the 1980 Education Act, is to inform parents about schools and an essential part of this, especially in primary schools, is offering advice to parents about helping their children at school. It is thus disquieting to discover that 377 of 560 brochures contained no such advice and disturbing to discover that these included most of the l.e.a. brochures (87 per cent compared with 57 per cent of others).

Of the 195 l.e.a. sponsored brochures 154 (79 per cent) did not name parent governors compared to 56 per cent in the rest of the sample.

There results suggest that schools must devise their own brochures if full and rich information is to be provided for parents. Presumably, they could still call on expert help from local authority advisers if they need it. The findings in my survey could perhaps be more acceptable if schools whose brochures were produced by local authorities supplied supplementary information for parents. But there is little evidence to suggest that this happens.

Alan Weeks is a senior lecturer in education at St Mary's College, London.

Age of reason

David Budge looks in on the university which is helping to keep British pensioners of sound mind.

Solomon Freedman claims he gets a sore throat twice a week. Every Monday and Thursday to be precise. "Those are the days I attend my politics classes," the retired Post Office worker added mischievously. "I always end up arguing. Leaves me hoarse for the rest of the day."

He and his wife, Rita, who are both in their late sixties, belong to the London branch of the University of the Third Age (U3A), a remarkable self-help organization that is helping to meet the largely neglected intellectual needs of Britain's pensioners.

Solomon attends classes three days a week – he is also studying Modern Hebrew and London history. But Rita is even keener. She has a class every weekday. "It gets me away from Solomon," she said. "No, seriously, before I joined U3A I was getting very frustrated. Everything seemed to end in bingo. Now I'm signed up for creative writing, psychology, drama and sketching. It's wonderful value for £9 a year."

The Freedmans had travelled to King's College, London University, to join 300 other U3A members at the branch's second anniversary celebrations. Their chairman, Professor Brian Groombridge, director of London University's Department of Extra-Mural Studies, told the gathering that U3A was of national, in fact international importance. It was not an empty boast.

Three years after the concept crossed the Channel (the French have had their own *L'universite du Troisieme Age* since the early 1970s) there are some 85 branches in Britain. Like the others, the 640-member London branch is affiliated to an umbrella organization, the Third Age Trust, but is otherwise fiercely independent and ultra democratic.

Some members attend occasional lectures at *institutions such as Birkbeck which have been* supportive of the U3A. But most of the activity goes on in the 40 self-programming groups which are led by "co-ordinators", members who happen to have a specialist knowledge of a certain subject (when new members join they are asked not only what they want to learn but what they can *teach*).

The members themselves determine what will be taught and in some branches this can range from jam recipes to geomorphology for the U3A interprets "university" in its "looser", original sense – a community of scholars.

As Eric Midwinter, director of the Centre for Policy on Ageing, once said, the U3A is also free from the tyranny of economic viability which dictates that if there aren't 15 for origami the class folds. But equally, if a class is unpopular it is allowed to die. "We don't believe in artificial respiration," said one co-ordinator.

The current London course list includes four languages, maths and "practical computer appreciation". But it is evident that, for many members, the social aspect of the U3A is every bit as important as the intellectual one. There are weekly chess and bridge sessions and regular study trips to foreign parts.

"Our foreign trips are educational but there's also a lot of eating and wine drinking involved," said Pat Kisch, the former ILEA reading adviser who helps to organize the tours. "Now we're about to start an Itchy Feet Club before we take to our wheelchairs and we're planning to visit China, France, Italy and Hungary next year."

There are also activities for energetic members who can't quite afford trips to China and, perhaps surprisingly, one of the most popular is PE. "We run around in leotards, but it doesn't look as awful as you might think," Rita Freedman said.

That remark would come as no surprise to Sidney Jones, the former head of teaching studies at North London Polytechnic who acts as the unpaid part-time administrator of the London U3A branch. He has spent 11 years researching and writing on the psychological, physical and intellectual benefits the elderly can derive from education and knows that increased self-confidence is one of them.

"Your self-confidence is boosted because of a feeling of achievement," he explained. "Other people come to look at you in a different light too. Elderly people enjoy U3A studies because they're not secondary to something else. The people who come to my psychology class aren't training to be personnel officers or sales managers. It's living for the moment. Furthermore, the pleasure is magnified because you're sharing the experience with others."

Unfortunately, the U3A experience is not being enjoyed by a wide enough range of people in London. At present it's an almost exclusively white, middle-class organization. There is a substantial proportion of Jewish members but other ethnic minorities are seriously underrepresented. "We have this threshold problem," Sidney Jones said wryly. "Getting them across the threshold that is."

Equally regrettable is the U3A's difficulty in attracting people from manual backgrounds who are perhaps frightened off by the word "university". But then, as he points out, the whole of adult education is short of such people. A quarter of the London U3A members are former lecturers or teachers, another quarter were white-collar workers and many of the remainder appear to be middle-class housewives – two-thirds of the members are women.

The U3A can, however, claim to have broken through one important barrier in reaching a few housebound pensioners by organizing tutorials in their homes. Sidney Jones, sadly, had to make use of this service himself earlier this year while recovering from a heart attack. But now he is back at work in the branch offices, a set of sparsely furnished basement rooms in the old Royal Free Hospital nurses' home.

The location is an oddly appropriate one for an organization that attempts to make elderly people's lives more happy and purposeful – being alongside an old parish cemetery that has been turned into a far from sombre public park. But the branch would ideally like to rent a larger property that could serve as an education/social centre as well as an office. To do that they would, however, need an estimated £200,000 – a long way beyond their reach.

In the meantime, they are scraping by on the revenue from membership fees and a few grants from Voluntary and Christian Service, BAT Industries, Marks and Spencer and BP. "We live from hand to mouth really," Sidney Jones admitted. "Of course we'd love some help from the Government but when you look at what they are doing to the WEA and extra-mural departments you realize how far down the priority list we must be."

It is not only the present Government that has neglected the educational needs of the elderly of course. Until comparatively recently it was generally thought that the rate of decline in intelligence after adolescence was so steep that investment in adult education, particularly for the elderly, was wasted.

Sidney, however, thinks this is balderdash and he has Sellotaped a quotation from Oscar Wilde to the wall by his desk:

The tragedy of old age is not that we are old but that we are young.

"In other words, though we develop wrinkles and lose our hair we're still young inside, particularly if you're involved in something like U3A. To use the brain is to maintain it and even enhance it. What we use we keep."

Naturally, that statement has to be qualified but there is no shortage of evidence to support his general argument. Only this summer it was reported that people aged 60 to 64 were the most successful group of students within the Open University, the majority of them passing all their courses in comparison with 67 per cent of all students. Even the 65-plus age group achieved a 64 per cent pass rate.

Nevertheless, the traditional misconceptions and prejudices survive, even among some educators at institutions such as Birkbeck, which have done a great deal to advance the cause of adult education. One Birkbeck academic smiled condescendingly when I asked for directions to the U3A creative writing class in Gordon Square, Bloomsbury. "These U3A people are always getting lost," he confided. "They mean well, but . . . if you lose your way I'll know you're fit for the U3A too."

Hill Slavid, the U3A member who takes the class, probably wouldn't be ruffled by that remark though. Having had 24 short stories broadcast by the BBC in the space of as many months he can afford to ignore those who think the over-sixties should stick to basket-making.

When I arrived, Hill, a 63-year-old retired fruit importer, was listening to one of the many elderly women in the class (19 out of 20) read a short story. She had written it as her "homework" for the week and he was reading a copy of the story as she acted out the dialogue. "I always ask for a copy of the story," he explained later, "for some people can make a laundry list sound like Shakespeare, and vice versa."

He showed the same commonsense approach throughout the lesson and his sympathetic but frank assessments – "You write very well but this style is too heavy for humour. It's like making a soufflé and putting in a dozen eggs" – seemed to be appreciated by all but one member of the class, a middle-aged woman who took exception to him reading out only an abridged version of her rather rambling Second World War reminiscences.

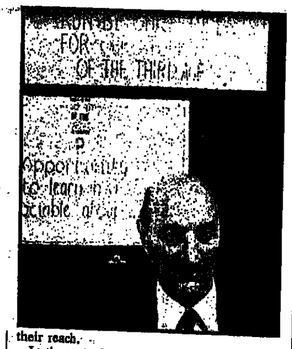
Her outburst disrupted the class for a minute or two but he was soon back in his stride again. "Remember that clarity and short sentences are the essence of good writing," he told them. "But that doesn't mean we want telegrams."

By all accounts, several of the U3A members who have attended his class have not needed that advice, however. They have been naturally gifted writers like himself. "One woman had a funny article on packaging published in *The Times*" he recalled as he collected up his papers at the end of the tutorial. "And another woman writes wonderful stories about her youth in a London version of Coronation Street. She speaks in an uneducated manner but she writes like a goddess. She also has phenomenal powers of recall."

Perhaps she should be introduced to a certain Birkbeck academic . . .

Further information about the University of the Third Age can be obtained from Diane Norton, 6 Parkside Gardens, London SW19 5EY.

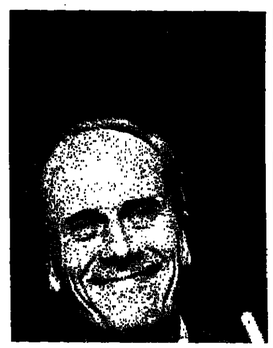
The creative writing class (above) has produced several published authors; below, Sidney Jones, the U3A's unpaid London administrator.



'The tragedy of old age is not that we are old but that we are young'

Tabloid Tebbit

Smears, half truths and slogans; the Conservative chairman's recent Disraeli lecture was designed to appeal to the soft-porn pedlars he complained of, says Roger Knight.



The language of politics and the language of public relations are moving ever closer together. Hence the Conservative party's current obsession with "presentation". Hence Jeffery Archer in his current role. Hence, too, the character and quality of Norman Tebbit's Disraeli lecture. It was a dismaying performance.

Confronted by camera and microphone, politicians have become adept at dropping catchphrases and slogans ready packaged for the next (or same) day's headlines. If we think about it at all, we probably tend to assume that behind the rhetoric is usually a mind that recognizes the difficulty of political judgement and the complexities that the headlines obscure.

With the rise of "presentational" values, however, it becomes increasingly difficult for us to know whether the quality of a politician's thought is superior to its public expression. This is particularly the case when, as with Mr. Tebbit's lecture, that expression is tailored for consumption by the widest possible audience.

Mr. Tebbit's ostensible audience was of course small: those listening to him at St. Stephen's Club. One imagines, they might have been able to stomach something subtler than the slogans, half-truths, smears and insults that made up the speech.

That so much of it, however, was cast in the language of the tabloids was, one can be sure, no accident. For it is their readership that constitutes that widest possible audience to which, as he well knew, his speech would be reported. It was for them, surely, that his lecture on freedom, decency and order was "presented". To that extent, we may assume, he measured his words to appeal beneath the level of his own and his immediate audience's thinking.

However, it is impossible to imagine that a man can long remain free to think rationally for himself if he habitually delivers his apparently sincere thoughts in language as impoverished and tawdry as Mr. Tebbit's. Political thinking on this showing is rapidly in danger of being enslaved to its own presentation.

Such skills as are evident in the "presentation" of Mr. Tebbit's case have little enough to do with political thought, or indeed thinking of any kind. Mr. Tebbit uses the standard armoury of the propagandist. Doing the Tory tabloids' subterfuge work for them, for example, he pronounces that "The Conservative Party shares the British people's attachment to freedom." "Freedom" remains the familiar journalistic talisman, requiring no definition among friends. That different kinds of freedom are gained and lost in different political orders is a fact that isn't allowed to disturb the illusion of national consensus.

Mr. Tebbit's generalities are buoyed up by appeals to the residual religious feeling that the English language can still make available to speakers who seek to confer authority on a spurious or unargued case. He makes liberal use of Biblical rhythms and echoes: "The road may be [illegible] destination cannot be changed" and "Thus was sown the wind; and we are now reaping the whirlwind".

No more substance underlies such flatulence than is behind his unashamed readiness to enclose the Philistines in a plain man's embrace when it suits his purpose – "Only the experts would challenge that; and the experts are, as usual, wrong" – or behind his mimicry of the tabloid cry that "the public are demanding stiffer sentencing". Politicians should at least try to deal with realities. Mr. Tebbit deals in slogans. "The permissive society" was never other than a facile [illegible] and quality of social change. Tebbit, however, exploits the glib sociology it encapsulates, laying about him with an undiscriminating abandon that ill becomes one who so fiercely claims to be the protector of order and decency.

Order and decency are impossible without intellectual integrity. What sort of integrity, what sort of responsibility is it that enables a major politician to conflate bad art, bad grammar, unclean bodies, classroom disorder, family discord and soft pornography as though they had risen, conjoined, from the same evil maelstrom? It is vacuous phrase-making, high on unfocused feeling, empty of examinable content.

The crudity of Mr. Tebbit's analysis would be merely contemptible in a tabloid editorial. In a politician of his standing it is portentous. The emptiness and banality of his analysis is perhaps the greatest charge one can lay against it. Tebbit's language enables him to turn away from the real nature of what he claims to be observing. The true language of politics is a responsible language, a language that helps us to recognize the complexities of our problems, as well of course as our power to grapple with them.

Tebbit's language is irresponsible; it works through stereotype and simplification. It is not a language that can reflect or promote political sensitivity; it runs, on the other hand, readily to the promotion or travesties that can only embitter or enrage their victims.

Teachers, for instance, having supposedly presided over classroom anarchy in the "permissive" years, may now welcome a saviour in the form of Sir Keith Joseph – "who has plans to make schools places of useful learning". The arrogance is as breathtaking as the ignorance. The contempt for the teaching profession is undisguised, the casual disregard for truth and fairness palpable.

But then, Mr. Tebbit has no wish to look (or perhaps to be seen to look) too closely at any of the objects of his scorn. How otherwise could he have avoided seeing that the "soft pornography" he rightly objects to has been made respectable by the tabloids whose language he so effortlessly mimics: papers, moreover, not in general noted for their sympathy with the collectivist ethos that he supposes to have generated the pornography?

Rupert Murdoch's *Sun* is one kind of advertisement for Mr. Tebbit's vaunted entrepreneurial freedom. Only by emptying the phrases of meaning could one see *The Sun* as "enhancing the nation's quality of life" and maintaining "traditional values of order and decency".

In the context of Mr. Tebbit's "presentation" of Conservatism these phrases are in any case no more than polemical gambits. Unwilling or unable to engage in a rational analysis of the problems that beset us, he simply invokes the standard cosmetic remedies in the standard [illegible] prisons; in education, insist upon "traditional style in schools". He speaks of "the needs of the human spirit". They, no less than politics, are ill-served indeed by a language as cynical and intellectually bankrupt as that of the Disraeli lecture.

Roger Knight is senior lecturer in education in the University of Leicester and editor of The Use of English.

The modules are coming

Things may never be the same again, Patrick Ainley warns.

Modules are what the constituent parts of syllabi covered by old-style examinations used to be called. In the USA they have long been the building blocks of degree courses that combine elements of different disciplines, such as literature, art appreciation and history into "Renaissance studies", for instance. They are similarly used by the Open University. However modules are not merely the parts of a whole. As defined by the CPVE joint Board, "The term 'module' describes a set of experiences and outcomes which may be achieved through a variety of appropriate learning methods."

In new-style "assessments", like the CPVE, various modules lend themselves to "skills profiling" and are "bankable" in different combinations by individual students. As the Further Education Unit puts it: "modularization" should not be seen as "a sequential division of the curriculum" but as "a series of free-standing learning objectives with 'build up' effect accruing to the trainee who took them". (As can be seen, modules also speak their own language.)

In the ILEA's Hargreaves Report and in some L.e.a.s, like Clwyd, where alternative methods of assessment to conventional examinations are being piloted, modules are known as "units". The traditional two-year O level or CSE courses are deconstructed into eight to 10, six to eight-week units.

By combining fourth and fifth years together, individual pupils can pick various routes through the many modules on offer. As long as certain core areas are covered, individuals can choose different combinations to suit their abilities and interests. This affords a possible way to prepare previously streamed and separated students for a unitary GCSE examination (but with questions and project work suitable for different levels).

It also prepares the majority of pupils to transfer into non-advanced further education, where their records of achievement in secondary school will be recognized (and banked) as contributions towards generalized pre-vocational courses. For where modules really come into their own is as the successors to the concept of Occupational Training Families in YTS.

OTFs divided all labour in the economy into 11 groups, much broader than traditional apprenticeship training in specific craft skills. But such was the demand for general training adaptable to many occupations (or rather the lack of demand for specialized, craft skills which are being replaced by new technology) that this division was still not broad enough.

In the two-year scheme Lord Young now speaks of as "the successor to YTS", core competencies will be built into pre-vocational courses that begin with a general introduction to the world of work. Trainees then move more or less quickly through a range of job tasters into other "experiential learning situations" where work experience familiarizes them with the demands of different working environments. Since the work is not specialized, the skills which it requires can be transferred to other areas, having been demonstrated in practical tests and accredited as part of a profile.

Youth training thus moves away from time-serving where apprentices over a given period mastered (for they were mostly young men) the various aspects of a craft, towards a situation where a person can train in just one aspect of a wider occupational activity.

The MSC takes the same approach to its Adult Training, where retraining may only be required to perform one particular task rather than all the possible jobs someone in that occupation might previously have been able to tackle. For example (from the Road Transport Industry Training Board's modularized scheme), the competence to fit exhausts in a drive-in centre rather than all the skills of a qualified mechanic in a garage.

Of course the route to further training is not thereby closed. Time and an employer permitting, bricklayers accredited only with modules in laying bricks in straight lines may take further modules to build corners, construct cornices and so on. If these more advanced skills are required they will have profiles of achievement to show their competence to perform them. Thus advocates of modular training claim it is more open for individual opportunity, as well as being more flexible and adaptable to industry transformed by the application of new technology than rigid demarcations between skilled and unskilled work.

Here some connection can be made between the modularization of training and the penetration of modules into school exams and curricula. The old pattern of secondary schooling roughly corresponded in the ratio 20:40:40 to the assumed needs of industry for non-manual:skilled manual:unskilled manual labour.

This was met by schools certifying pupils with O levels as the criterion for further advance to higher education via sixth form/college or for immediate non-manual employment. CSE grades 1 to 3 were recognized as appropriate qualifications for apprenticeships for boys or equivalent "good jobs" in offices for girls. While the lowest achievers entered unskilled employment for which qualifications was unnecessary.

With new technology, the trend now is towards a division in the workforce of 20:80. Twenty non-manual, supervisory/managerial, working with people and 80 semi-skilled manual, working with things; whether in factory, office, shop or service. The flurry of new curricular initiatives and new methods of assessment are all attempts to meet this new employment situation.

The effects for education are not necessarily all bad. They put much of the responsibility for devising and assessing relevant modular courses upon teachers, who also need to counsel pupils through suitable routes that select appropriate modules for their individual needs. This gives opportunities for combined discipline teams working across traditional subject boundaries and will require more teacher time and additional resources.

As in Nuffield science, the emphasis in learning is upon process rather than content; *how* learning happens rather than *what* is learnt. Learning is understood as problem solving rather than the memorization of information. This involves abandoning what has been called "the teacher paradigm" whereby pupils gave authority to the teacher in exchange for information. In its place, teachers and pupils negotiate on terms of equality the best learning approaches and the teaching role becomes that of enabling this process to occur rather than of imparting facts.

New ways of learning and new forms of assessment, as well as the increased element of choice involved, could also enhance pupil motivation. Profiled assessment of modules in particular credits achievements in a range of activities instead of marking failure in a narrow band of literary performance, as traditional exams tend to do by awarding top marks only to a few candidates.

Rather than harking back to golden ages of academic excellence, the implications of the new methods must be faced. The first step is an awareness of why and how such changes are taking place. For, like it or not, the modules are coming and they are here to stay.

Patrick Ainley is a postgraduate at Goldsmiths' College, University of London.
Next week: Virginia Makins visits a comprehensive operating a modular curriculum.

TALKBACK

Silent nights

JONATHAN SMALLEY

The present industrial action taking place in most schools is having a devastating effect on music education.

Music, I believe as a subject is suffering, possibly with physical education and drama, more than any other during this present dispute. With the withdrawal of goodwill by many teachers there are no extra-curricular activities taking place in many schools.

In my school this means that there is no orchestra, choir or other musical rehearsals and our planned musical had to be cancelled. There will be no Christmas concert or carol services this year.

Music has become a subject which is solely taught in the classroom – either by general music teachers to classes of mixed ability children or specialist instrumental teachers who visit the school to teach small groups. Surely music as an activity anywhere should be more than this.

Music exists primarily for enjoyment. For pupils it is as much performing, whether vocally or on instruments, which makes music seem worthwhile, valuable and pleasurable.

Already this year we have pupils not practising their instruments and failing to turn up for lessons; some wish to stop playing altogether.

Some of these are new pupils who have only been learning for seven or eight weeks but the enthusiasm of others who have been playing for several years, have reached a reasonable standard and, in the past, have taken part in all musical events staged in the school is also beginning to evaporate.

I would argue that the situation these pupils find themselves in can be compared with a footballer who is withdrawn from his normal lessons to practice and learn various skills of the game but is never given the opportunity of playing a match. How long would their enthusiam last?

I am sure that it is the long-term effects of the dispute which present the most cause for concern. The cancellation of a concert or musical is unfortunate, but to lose the enthusiasm of the "gifted" and interested pupils, it appears to me, will have catastrophic effects for the future on the musical activities taking place both in and out of the classroom in our schools. The continuity, which is so vital in music education, has now been lost and orchestras and choirs will have to start again from scratch.

It was recently suggested to me that one worrying outcome of this dispute could be that we get used to not having these activities. Indeed, many teachers have got used to having more time of their own.

Some have also put forward the notion that these activities are not important but, as Swanwick and Taylor argue in their book *Discovering Music* (Batsford 1982), musical activities in school are important "unless we believe that the role of schools should be limited to certain basic activities such as reading, writing, arithmetic and elementary science". Surely this idea would seem ludicrous to anyone interested or involved in the education of children (except, possibly, Sir Keith Joseph). However, to justify the presence of music in schools is not my purpose here.

Choirs and orchestras will have to start again from scratch.

Even before the beginning of the present dispute, music, as a subject, has suffered from the cuts made in education by the Government over the past six years. The value placed on subjects such as music, as apposed to mathematics, English and science, has meant that money and resources (both equipment and staff) have been drastically cut.

As has been pointed out, but often seems to have been obscured, this dispute is not only about teachers pay but the general value placed on education which is reflected by the resources and conditions provided.

Recently state education has been heavily criticized by many sectors of the community. One case for complaint is that comprehensive education does not cater for the "brighter" pupils. Music is a subject where this is not only possible but has indeed always taken place both in and out of the classroom. However, it is not possible without adequate resources and the goodwill of teachers.

The outlook, therefore as I see it for music education, is very bleak. I, along with many other teachers, can see no end to this dispute in the near future and sometimes wonder whether I really want to carry on teaching if this situation is to become the "norm".

I came into this profession just over a year ago with a great deal of enthusiasm. I have only taught for one term which has not been blemished by industrial action and whereas at first I felt that my enthusiasm was being suppressed, with the low morale of other teachers with whom I have contact and the continuation of the situation I can now feel this leaving me altogether.

Teachers would not be taking this action, us it destroys much of the work which they have done in the past and will make their jobs more difficult in the future, unless they felt so strongly about what is happening to the education system in this country.

All we can hope, and it does seem a very distant hope, is that a settlement is reached in which state education as a whole is seen to be valued once more.

Jonathan Smalley teaches music at Stanground Comprehensive School, Peterborough.

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Heads they win

ROGER THORP

One fascinating aspect of the teachers' action has been the stance adopted by headteachers. Perhaps I have been unlucky in my experience, but I have yet to come across a head who has supported his staff wholeheartedly in their fight for better pay and conditions.

Many pay lip-service to espousing the teachers' cause; few back it up with actions.

Admittedly, heads are in a slightly different position from the rest of their staff, in that they have a responsibility to keep the show on the road, but that view, it seems to me, is extremely short-sighted.

The present dispute is as much about the long-term health of the education service as it is about short-term salary improvements.

To understand the headteachers' stance, however, does not really take great insight. Their preparedness to settle for a modest percentage increase can only partially be explained by their desire to see the children's education being uninterrupted.

Thanks to our peculiarly English, almost feudal system of pay-structuring in this profession, a headteacher in a comprehensive school receives two to three times the salary of the majority of his colleagues. Thus a 6 per cent pay rise for the former will represent a handy cash sum which the Scale I teacher will scarcely notice.

It is interesting that, in West Germany, for example, a headteacher earns a similar salary to his British counterpart. However, the salary differential between classroom teachers and heads in Germany is minimal, compared with the gaping chasm in this country.

Throughout the present negotiations, Sir Keith has been generous in his praise of heads, if nowhere else. The proposed new pay package also offers heads and their deputies a relatively good deal.

good deal.

This is really a most blatant intensification of the class system within our professional structure, which has an obvious political objective; namely, to keep the few at the top happy, whilst the majority at the bottom work for little reward.

It would, in fact, seem more appropriate that the representatives of the NAHT (why do they have a separate union?) should sit on the management side.

It really is high time that this profession demanded a more equitable structure, which does not subordinate the many to the few. After all this job is primarily about teaching, not administration. By all means let those who want to organize and administer do so, but not at the expense of those who wish to stay in the classroom.

It would perhaps be appropriate to pay the would-be administrators in terms of time rather than money. There can be no justification for the present practice of payment in both currencies.

It is ironic that the very profession which tries to open children's eyes to some of the injustices and inequalities of a class conscious society, should, within its own professional structure, exemplify the very same division. It is also ironic that those who teach the most earn the least.

Roger Thorp teaches at the Harwich School, Essex.

God bless us all

GILLIAN B THOMAS

Six years ago we, as Jewish parents, chose to send our daughter to a Church of England primary school. The reasoning behind this decision was a hope that an environment emphasizing one religious faith would surely be more likely to value another faith, differences and all. As she enters her final year at primary school and her brother starts his fourth, I am both happy and relieved that their experiences has borne out our hopes.

Although our religious affiliation was not the main consideration in choosing a school for our daughter it was nevertheless an important one. We are, to my knowledge, the only Jewish family in our South Oxfordshire village so we knew that our offspring would not have the company of other Jewish children at school. Active involvement in any religion might mark them out as different, isolate them totally unfamiliar to the rest of their school-mates.

In such circumstances we feared our children might try to merge in with the background and attempt to blur their identity. As Jews have discovered over the centuries – this doesn't work. In any case we felt that our religion was a cause for joy, not apology, and wanted our children to feel happy to express this.

It wasn't that the local authority primary school we visited didn't sympathize with our dilemma – it was the overwhelming enthusiasm for our situation that unnerved us. I couldn't understand the headmaster's apparent delight in us until I suddenly realized that he viewed us as an exciting new starter pack on comparative religion.

He assured us that in his school tolerance was the watchword and to prove it invited us to an assembly he was about to hold. Here he demonstrated his open-mindedness by lumping together Moses, Jesus and Muhammad in an uneasy triumvirate of belief.

Genuine though he undoubtedly was, I found his remarks mystifying and confusing. What our five-year-old daughter would have made of it, heaven only knows.

The church school presented an entirely different picture. The headmistress here knew precisely where he and his school were placed in the religious spectrum. He was happy to offer biblical teaching where appropriate to our children but he took it as read that we would wish to withdraw them from church services and communion held in school. At the same time he seemed quietly gratified at our trust in his integrity. On our part we began to feel at home in an atmosphere of shared values and assumptions.

Because the situation was new to all of us we are learning as we go along. The other children think of Gemma and Gideon as fellow pupils first and Jewish second, but interest has been shown in their religion. I have been invited into school on serveral occasions to talk about Jewish festivals.

Our children are withdrawn from school for the major festivals in order to attend synagogue. At the same time as enjoying "having a day off school" they also found it uncomfortable to be singled out as "different". One year a class teacher imaginatively solved this difficulty by getting Gemma to write a composition about what she did at New Year and the Day of Atonement and reading it out to the whole class.

Part of our aim in sending the children to a church school was for them to learn to respect others' beliefs without abandoning their own. It is hard to explain to children that what the teacher and all the rest of the class say and believe need not, and does not, apply to them.

Fortunately, the children talk about what they are hearing and learning in school and we can discuss any problems together. With the sensitive help of the headmaster, the teachers and, importantly, the year we are able to tackle any anxieties and tensions (and there have been a few) quickly.

But however much we as adults can do to ease their path, the most successful proponents of tolerance, respect and mutual enrichment are – as we tentatively hoped six years ago they would be – the children themselves.

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Othello and others

by Stephanie Nettell

The Black Presence in English Literature. Edited by David Dabydeen.
Manchester University Press £19.95. 0 7190 1096 9.

This volume evolved from papers presented at a 1982 conference in Wolverhampton, organized by Dr Dabydeen in the wake of not only national anxiety about the Brixton riots but also local sensitivity over a headteacher who was accused of racism when he turned away a British child wearing a Sikh turban – his accuser, who was sued dramatically and successfully for libel, chaired the conference.

Dabydeen stresses these circumstances because, he says, all scholarship relating to black people "should not be divorced from consideration of contemporary racist realities" nor from the struggle to combat them. These ten essays were a response to a perceived desire to recognize the black presence in British history and literature as part of an attack on contemporary racism, but Dabydeen goes on to note bleakly that little in the education system has been actually changed by that apparent concern: he fears the re-birth of the old Empire spirit that celebrates Victorian values.

The collection as a whole argues that there is no need for drastic change to the curriculum: the black presence is already there in mainstream subjects, waiting to be discovered and reassessed. That this material is not limitless is clear from the well-trodden ground common to several of the papers – such as Elizabethan England's concern that blacks were taking up precious jobs, or the 19th century flowering of a devoted fan-following of imperialist popular novels. But some of it is pioneer country, refreshingly new: Ian Duffield introduces us to an 1849 Australian novel, *The Emigrant Family*, by Alexander Harris, whose central character, of superman virtue and skills, is an Afro-Black (as distinct from Aborigine), and carries out some splendid detective work tracing hundreds of blacks in early colonial Australia and their casual acceptance – there was even an Afro-Black castigator for white convicts. Harris and his contemporaries were, however, both sexist and contemptuously racist to Aborigines.

The contributions progress chronologically. Ruth Cowhig gives a lively account of blacks in Renaissance drama – what changed Shakespeare's perception of blacks from the stereotype villain of Aaron to Othello ten years later? – and of subsequent audiences' wavering attitudes to the blackness of Othello. For her, the part demands a black actor: she sees Iago's motives as purely racist, and Othello's insecurity as that of an alien in white society. David Dabydeen argues passionately that commerce, underpinned *everything* in the 18th century, so that the brute necessity for profit justified even slavery, and many of the anti-slavery poems and satires were utterly hypocritical (Coleridge, for instance, was almost hysterical in his inability to imagine Othello as black, and Swift and Pope were busy investing in slave-carrying companies).

Paul Edwards calls for integrating black writing and history into the traditional syllabus, and discusses lesser-known black writers, some looking to a future independent Africa, of the 18th and 19th centuries. Brian Street, in suggesting that we should continue to appreciate the literary qualities of Victorian classics while recognizing their contribution, even today, to cultural stereotyping, gives a welcome summary of how earlier "scientific" and social ideas have become stranded like beached whales on the shores of our unconscious after the tide of anthropology has swept elsewhere. Frances M Mannsaker seems to me too dismissive of *all* imperial fiction at the turn of the century: David Daniell more interestingly distinguishes between Empire literature (often patronizing but not vicious, part of the reading of all children) and imperialist (aggressively defensive, addressed to boys only), and offers a fascinating comparison between Buchan's original *Prester John* (owing more to Stevenson, Bunyan and Milton than Haggard) and its mutilated, objectionable serialization in *The Captain* magazine, even retitled, significantly, *The Black General*.

John McClure, probing two conflicting sides to both Kipling and Conrad, goes further: in his Malay novels, Conrad consistently breaks down conventional dichotomies and undermines the expansionist certainties of imperialism, and although Kipling, especially in his short stories, uses many of these crude dichotomies to defend imperialism, *Kim* breaks with convention and sees colonized people for what they are – complex human beings. Abena P A Busia then does a nicely humorous hatchet job on today's mass-selling novels of Africa – he happens to dissect Wilbur Smith's *The Dark of the Sun*, but the formula stands for any of them.

Kenneth Parker, bringing the nub of the problem into the classroom, himself illustrates its complexity – his own view of Othello seems very different from Cowbig's, and, if we believe McClure (who is convincing), he has quite missed the point of Conrad's *Almayer's Folly*. He scorns the obsession with exam syllabuses, but the texts he (usefully) suggests are not easy reading for non-examination streams. He is angry and pro-[illegible] and unpretentious. If students listened, as he suggests they do of Africans, the popular perceptions of any nationality – Americans, Italians, Greeks, Russians, Japanese – the stereotyping would be unreal and insulting. But what do we do about it, when he despairs of conservative teachers and "multi-cultural education" that tacitly accepts racism?

For an academic product, the proof-reading is shaming (some, I suspect uncharitably, are actual spelling mistakes), and the index is inadequate and inconsistent. Sometimes jargon-laden and earnest but more often entertaining and illuminating, this collection does offer a much-needed crash course on discovering, and perhaps then diverting, the sources that have fed the strong current of racism in English culture.

Absolute attention

Penelope Fitzgerald on Stevie Smith

Stevie: a Biography of Stevie Smith.
By Jack Barbera and William McBrien.
Heinemann £15.00

This life is described (twice) in a foreword as not being the authorised one, in allusion to an unfortunate dispute over the bones of a poet who might be thought, from a biographer's point of view, not to have had much of a life at all. Her family came from Hull to London and "the high-lying outer northern suburb" of Palmer's Green. The father, as her poems tell us, deserted them and no 1, Avondale Road became "a house of female habitation" for Stevie, her mother and her aunt for the rest of their lives.

"This can't be the right street," said my daughter, taken as a child to see the poet, but it was, and, however sought-after she became, Stevie refused to be dislodged from the House of Mercies. The Lion Aunt tended her, then in later years she tended the Lion Aunt, struggling upstairs with trays. She fell in love perhaps twice, but not very much. As a writer she made a brilliant start, was overlooked in the early 1950's, then came into her own. During the Sixties she became very well known indeed as a reader, disconcertingly dressed in white stockings and gym slip, intoning her own poetry to hymn-tunes and half-tunes, like a child singing in its cot through a long afternoon. In March 1971 she died of a brain tumour, leaving many friends and countless unknown admirers, among whom were Professor Barbera from the University of Mississippi and Professor McBrien from New York. They have spent ten patient years on tracing her uncollected work (*It's Me Again*, Virago 1981), in producing the present book, and in getting the hard-wring permission to print it.

Childe Rolandine as Stevie saw her

A life of Stevie which is to be more than a collection of funny stories must be a spiritual biography. She needed, and showed, a particular kind of courage. She turned her child's size to advantage by suggesting a goblin's magical power, and, at the same time, a reproach – "you have weaned me too soon, you must nurse me again." She suffered, too, the wound of the bright school-leaver who has to go straight into an office:

> Dark was the day for Childe Rolandine the artist
> When she went to work as a secretary-typist.

"I felt this was what I deserved for not having worked better at school. I felt in disgrace, so at once became ambitious for learning." Office tedium was one of the causes of "nervines", the inner darkness. Stevie, capable as she was of deep joy, said that one had to stay unhappy to write poetry. She had no real difficulty about that. Outside and beyond herself she observed the fates of animals, sad paragraphs in the newspaper, people talking on the bus, and above all the behaviour of her friends. Often the friends disliked being used as subject matter, but Stevie couldn't help it, and (as she explained in *The Story of a Story*) didn't see why, as an artist, she should have to help it.

From all this she concluded that staying alive is like being in enemy territory. Death, on the other hand, did not alarm her because it was always on call if needed. "One mustn't bore anyone with the idea," she added. All the same, in July 1953 she called unsuccessfully on Death, cutting her wrists in the Newnes Pearson office. This stands as one of the marking-points on her life, together with the day ten years later when she grew exasperated with the failing Lion Aunt, and hit her.

The Barbera and McBrien method, however, hardly allows for marking-points as they make their painstaking way through many hundreds of interviews and documents. There's a certain flatness, but also a splendid fairmindedness and accuracy; particularly on textual and publication details (they are now collaborating on a bibliography.) They have given the right value, too, to Stevie's struggles with Christian doctrine, which made her, she said, "a backslider as an unbeliever."

There are, perhaps, some wrong emphases. There should, I believe, have been more, by way of background, about the strange poetry movement, or mania, of the 1960's, with its mass readings (twenty-four hours on end, I remember, at the Round House). I also missed the pathos of Stevie's last two years, when she set herself, in the empty, shabby House of Mercies to cook and "do" exactly as the Lion Aunt had done before her. But I think this is a fine, painstaking biography, and it shows what Stevie herself demanded as the "judging quality" – that is, absolute attention.

BOOKS

Regional factors

Sam Miller on some analyses of Islamic politics

The Making of Modern Lebanon. By Helena Cobban.
Hutchinson £6.95. 09 161791 4.
Islam Against the West. By William L Cleveland.
Al-Saqi £6.95. 0 86356 006 7.
The Spirit of Allah. By Amir Taheri.
Hutchinson £14.95. 09 160320 X.

Helena Cobban knows about Lebanon. This means knowing she is not and never can be Lebanese or a Shi'ite or a Maronite or a Druze. She works as a Western journalist and historian trying to make sense of the Lebanese morass, which she does a lot better than most. Her book is traditional. It describes political society – not people's lives but the intrigues and intricacies of the Lebanese political scene. It deals in detail with the period before the outbreak of civil war in 1975 and traces the gradual development of the so-called "confessional system" – an attempt to balance, according to their size and power, the claims of different religious groups – over the last four centuries. It is, at root, the history of a Druze supremacy which lasted until the middle of the last century and a history of the Maronite Christian ascendancy which lasted from 1860 until the assassination of President Bashir Gemayel in 1982, the withdrawal of his Israeli and American allies and Amin Gemayel's eventual submission to Syrian peacemakers after the Battle of Beirut in February 1983. The challenge to the Maronites came ultimately from the Shi'ites – already the bogeymen of the West following the Iranian revolution.

The American government and many Lebanese Christians have tended to explain the Lebanese civil wars as events instigated by external Nasserist, Soviet, Syrian, Iranian or Palestinian interference. America's opponents often take the view that Israel and America are essentially to blame. As well as considering these points of view Helena Cobban tries to isolate those specifically Lebanese causes which, in the long term, relate to the demographic structure of the country. The facts are that a majority of Lebanese are Muslims and a majority of Lebanese Muslims are Shi'ite. By the existing constitution a Christian is President and all government jobs are allotted in a six-to-five ratio in favour of the Christians. Cobban writes that "regional factors may have had a great effect on the particular way the Shi'ites challenge to the Maronite ascendancy occurred and on its timing. But they did not affect the fact that it occurred. Had the regional situation been different, in my view, the Shi'ite challenge might have occurred earlier than it did, or it might have occurred later. But most probably, it would still have occurred".

Cobban knows that things are not really as simple as this. She knows, too, that it is vitally necessary to make generalizations of this sort if we are to penetrate the mysteries and the complexities of Lebanese politics. Just because an organization is called a political party does not mean that it is one in the Western sense. More often it is a lobby group with a military wing (the militias) and a power base which still remains primarily tribal. The tribal nature of Lebanese politics can divide co-religionists and force tactical unity on sworn enemies.

Behind the title *Islam Against the West* hides the biography of a curious and occasionally ludicrous man. Shakib Arslan was a journalist, a poet, a prince, a conspirator and a member of the Ottoman parliament. He was also a Druze chieftain (grandfather of the present Druze leader Walid Jumblatt) who preached Islamic nationalism. This was something dependent not on Koranic exegesis, but on a loathing of the Anglo-French inter-war occupation of the Arab territories of the defunct Ottoman Empire. He despised no government more than Turkey's secular administration under Atatürk. Arslan dreamed of the return of the caliphate, of an invigorated Islamic Empire, of the opportunity for Muslim countries to modernize autonomously.

For the first 50 years of his life Arslan was a faithful Ottoman subject from the province of Lebanon. He was a wandering exile for the remaining 30 years. Professor Cleveland's book is more concerned with the later period during which the Secret Services of France, Britain, Italy, and Switzerland ascribed to his instigation every episode of unrest, large and small, in the Arab world. He was said to command huge sums of money for the fomenting of Arab revolution. Little of this was true, though Arslan would have dearly loved it to have been. As Cleveland remarks apologetically, "Arslan was no Lenin". He was also continually in debt. In the late 1930s he tried to pay back 1,500 Marks that Hitler's government had given him. His successes were mainly in getting himself on the front page of at least one Arab newspaper every day.

Cleveland worries too much about Arslan's intellectual mediocrity and works too hard trying to excuse his association with the murderous "Young Turk" Jemal Pasha and with Mussolini. The interest of this book is not so much Arslan himself but the confusions he symbolises. These are the confusions of those who try to conflate Ottomanism or Arabism with Islam or who try to modernize Islam by removing its theological basis. These confusions have outlived Arslan.

Amir Taheri has written the first biography in English of Ayatollah Khomeini. He does not like Khomeini; but then he does not like many of the characters in his book. Taheri was the editor-in-chief of the Iranian daily *Kayhan* before the revolution. He fails to throw any new light on the immediate pre-revolutionary period, something the reader might have hoped for considering his unique position in the Shah's Iran. He is an excellent story teller, however. He has an obsession with what Khomeini had to eat on crucial days in Iranian history and he is able to reproduce the menus of these meals – usually a variation on kebabs, rice and yoghurt – 30 years after their consumption. In short, Mr Taheri is not terribly concerned with the truth. He is amusing, intelligent and his descriptions of Iran are vivid and in that respect may be more useful than the fact-ridden scholarship of writers who have never lived there.

An ivory tower for two

The Courtship of Robert Browning and Elizabeth Barrett. By Daniel Karlin.
Clarendon Press £12.95. 0 19 811720 0.

Anyone who knows the main outline of the Browning elopement only through *The Barretts of Wimpole Street*, the play by Rudolf Besier, or the subsequent film adaptation starring Norma Shearer, must inevitably have a simple, heroic view of this famous episode. A poetess with long black ringlets, languishing on a sofa in the grim fortress of a Victorian town house, is snatched from under the nose of a tyrannical paterfamilias by a dashing and virile young genius. He carries her off from the fogs of London to sunny Italy; she exchanges morphine and cough-mixtures for beakers full of the warm south; they enjoy fifteen years of married bliss until she dies in his arms in Florence, leaving him, now a renowned poet on a par with Tennyson, to care for the single fruit of their romantic love.

The biographies, especially the more sceptical ones by Betty Miller and Maisie Ward, tell a less operatic, but stranger, story. It was not a case of fresh young love: Robert was thirty-four and Elizabeth forty. His only previous known attachments had been platonic wooings of similar older ladies, with whom – according to Betty Miller – he had an urge to establish himself in a subservient, adoring relationship to replace a formerly intense mother-son bond, now no longer fully operative. He took the psychological initiative in the courtship, but since he had no means of livelihood, the elopement would have been out of the question but for Elizabeth's private income of £400 a year, which was enough, in those halcyon days, to ensure a comfortable existence for two, with servants, in Italy. Even so, the exile was marred for him by his persistent lack of literary success, whereas she became the famous authoress of the Victorian best-seller, *Aurora Leigh*. He experienced his mother's death as a much more traumatic experience than his wife's, and the minute Elizabeth was dead he returned to England for good. His own popular success came later, during his widowerhood, and was somewhat blighted by disappointments connected with his undistinguished son.

It is just as well to be aware of these complexities on opening the two-volume edition of the letters exchanged by Robert and Elizabeth during the eighteen months which preceded her flight, with her maid and the celebrated dog Flush, from 50 Wimpole Street. This amorous correspondence must be one of the least attractive ever perpetrated by two lovers: painfully skittish and overwhelmingly pedantic, an extraordinary display of mirrored egotisms and a chorus of mutual admiration, not untinged with condescension towards the world outside their duo. Even Dr Karlin, who takes the best possible view of it, makes the devastating comment that the lovers

> . . . were subject to the process by which the act of writing generates at least some, if not all, of its own material . . . Browning and Elizabeth Barrett both had fixed ideas (long before they met) about love and their own place in an ideal relationship. Their love language is in part the product of these ideas, so that at times they seem like two prima donnas on the same stage, singing simultaneous and separate arias.

The story of the courtship, as Dr Karlin retells it, does not differ significantly from previous versions. Robert and Elizabeth were attracted to each other, in the first place, through their writings and the suggestions of common friends some time before he solicited the favour of a meeting. He seems to have genuinely admired her poems; Dr Karlin does not comment on the fact that posterity has not confirmed his judgment. He was looking for a woman to worship and she, perhaps, for a man to replace not only her adored elder brother, whose accidental drowning had been a contributory cause of her psychosomatic languor, but also her once-revered father, who had become eccentric almost to the point of insanity. Robert and Elizabeth were doubly lucky: their sentimental yearnings were complementary, and their combined urge to lead the contemplative literary life could be satisfied on the basis of her modest fortune which, ironically enough, had its ultimate origin in the slave trade.

Robert made a courteous pretence of being prepared to work at some job in order to be able to keep her ("I . . . feel sure that whenever I make up my mind to that, I can be rich enough and to spare"), but she easily convinced him that he should not waste his energies on mere money-grubbing (". . . is not the chief good of money, the being free from the need of thinking about it?"). So, with an apparently untroubled conscience, he moved on from being supported by his parents to being supported by his wife, and continued, in all purity, to pursue his vocation as a poet, which, as he said in his peculiar syntax, "is the chief duty of me".

And why not? He penned a number of good poems, as well as many excellent fragments scattered through acres of turgidity, and the good things in his work are enough to justify an existence. But these letters of his courtship days, which are so contorted in places that Dr Karlin has at times to subject them to a *lecture expliquée* as if they were coded statements, show that, in some profound way, he was not entirely honest or at ease with himself, and this may help to explain why so much of his vast, blustering output is now dead.

John Weightman

Witchcraft and Religion. By Christina Larner.
Basil Blackwell £15.00. 0 631 13447 6, £6.50. 14779 9.
Women in English Society. Edited by Mary Prior.
Methuen £14.95. 0 416 36700 8.
The Origins of English Feminism. By Jane Rendall.
Macmillan £20. 0 333 28910 5.

Most women, most of the time, have done what's had to be done, unconsciously and obscurely. Women's history is their record. The history of feminism is about those women who refused to accept the place male dominated society assigned them. Both areas are represented here.

Witchcraft and Religion is a book of essays and lectures whose insights are not to be missed, though its conclusions are not always those most attractive to feminist thinking. It would certainly soften the shivers to believe that witchcraft was an organized, secret women's movement dedicated to the resistance of patriarchy. All the theory lacks, Dr Larner concludes, is the evidence. Nor can she go along with the argument that the witch-hunt was a purge of unofficial female healers, to assist the professional male take-over of medicine, since the 17th century witch-hunt was over before this process happened. So why was the stereotype of a witch that of a woman? Dr Larner believes that at the Reformation, Christianity became the world's first political ideology. The witch-hunt was a law-and-order panic directed against real or imagined dissidents, which the legal redefinition of witchcraft made into a new and spectacular means of social control. Its victims were misfits or deviants, people whose aggression could not be caused of social norms be expressed in physical violence, but got channelled into psychological aggression: women. When politics were secularized, searching out enemies of God became irrelevant, and the witch-hunt ended.

Meanwhile, in the English home counties, poorer women were breast-feeding their babies as they always had; lactation inhibited their fertility, and their babies came about four years apart. Rich women, though, were succumbing to social pressure to give their babies to wet-nurses, letting themselves in for yearly pregnancies, and their babies for a slim chance of survival. Widows were re-marrying, but much less frequently as the 17th century wore on; than widows had before. If a widow could support her family by wage-work, business or estates, she'd be unlikely to marry again, having achieved a legal identity and a measure of personal independence which would be lost on re-marriage.

This research is put together in *Women in English Society 1550–1800*. As for the women from the writing classes (and far fewer people could write than read), they were conscious that in writing at all they were open to charges of invading men's territory. Writers of diaries retreated in secret shorthands and typically requested their diaries should be destroyed unread at their death. Braver women ventured into print, forever apologizing for their lack of learning, but always conscious that they had something to say that was not being said by men. It's here in published writing that Stuart women's history overlaps with the history of feminism. You could place the birth of public British feminism in the decades following the breakdown of censorship in 1640.

The story is taken up by Jane Rendall in *The Origins of Modern Feminism*, a comparative approach to developments in Britain, France and the United States between 1780 and 1860. The Enlightenment's concern to understand the true nature of woman was overtaken as the 19th century turned by a closing down of women's freedom and options. Female voters were disfranchized in New Jersey in 1807, in Britain in 1832. Abortion first became a crime here in 1803. Divorce for women in the new United States and Republican France rapidly disappeared, despite those pointing out the illogicality of liberty and equality for everyone except the poor, the black and the female. Sustaining such losses, women had to struggle doubly hard, and even so most of them were ignored, then and since. Jane Rendall deads these forgotten women back out into the glare of history. Books like all of these will help them remain there.

Jessica Savage

Misfits and deviants?

BOOKS

A mirror for social change

E C Wragg on the significance of the curriculum

Social Histories of the Secondary Curriculum. Edited by Ivor F Goodson.
The Falmer Press £16.95. 1 85000 016 6. £9.95. 015 8.
Making School-centred INSET work. By Patrick Easen.
Croom Helm £7.95. 0 7099 1945 X.

The history of the secondary curriculum offers us an oblique account of the social history of the nation itself. In times of hardship science and technology are endorsed as economic life savers, or modern languages as a means of lubricating exports, and then in more sedate years classics makes a minor comeback as a subject which counters crude materialism.

Ivor Goodson has compiled an excellent set of histories of eight familiar school disciplines: classics, English, maths, science, domestic subjects, religious education, modern languages and social studies, with a couple of chapters on the sixth form in the nineteenth century and technical education in the 1950s and 60s. The periods covered by the several authors vary according to the individual subject, so classics spans almost two centuries, whereas the chapter on religious education concentrates on agreed syllabuses since 1944.

In his chapter on the changing fortunes of classics Christopher Stray describes how its once powerful grip on the nation's grammar and public schools was loosened in the late 1950s when both Oxford and Cambridge ceased to require it for entry. The strength of this chapter, however, is that it looks behind the myths and stereotypes, revealing, for example, the questioning of classics which followed Oxbridge's abandonment of compulsory Greek after the First World War.

There is also a particularly good synopsis of the tight central control over curriculum exercised by the Board of Education from 1900 to 1930 through its power to give or withhold grants, as well as an interesting contemporary case study of a school struggling to preserve classical studies after comprehensive reorganization.

By contrast mathematics, following the Cockcroft Report, is enjoying considerable prestige, though not wholly favourable publicity. Barry Cooper's Chapter on the last thirty-five years is an important one because it shows how the subject continues to stream children on tripartite assumptions despite comprehensive reorganization, and to be based on the view that mathematics is intrinsically too difficult for all but the few. Yet, as Wilson pointed out in a TES article in 1983, some 90 per cent of children in the Soviet Union study calculus to our O level standard.

The notion of an agreed syllabus is anathema to some subject specialists who prefer to improvise their own free of central control, but RE teachers have worked to one for over forty years. Adrian Bell writes a comprehensive analysis of these, describing two important landmarks, the West Riding syllabus of 1966 with its emphasis on the development of themes which would make Christianity relevant to the everyday lives of pupils and the revised Birmingham syllabus of 1974.

The latter caused a furore at the time not only by being multi-faith but for including the study of communism or humanism. The eventual 1975 Birmingham syllabus dropped communism from the syllabus but not from the teachers' handbook of ideas for classroom practice which embraced sociology, ethics, myths, and indeed the expressive arts in religion. The Birmingham story is an intriguing test case of who ultimately controls the RE curriculum, because, despite intervention from pressure groups and the DES, the reconvened agreed syllabus conference kept most of its original ideas and influenced many other authorities.

Although local authority guidelines, DES pronouncements and subject or examination syllabuses may determine some aspects of the curriculum, classroom events are ultimately fashioned by teachers themselves, sometimes initiating, sometimes responding to the pupils they teach. One recent trend which is worthy of all the support it can get is that of school-based or school-focussed in-service, and in a rapidly changing society like our own heads and senior teachers have front-line responsibility to nurture their colleagues' professional and personal development.

The Open University text *Making School-centred INSET work* by Patrick Easen is a useful collection of ideas. There are sections on the challenges of school life, changing the curriculum, professional and personal learning, resolving conflict and improving communication. The Appendices contain a number of articles, including the old favourite "The Saber-tooth Curriculum" written in 1939 but still capable of provoking debate.

The book is well produced but illustrated too profusely for this reader with diagrams and charts. I have never found life in the real world much resembled the neatness of textbook schemas and formulations. It is all too craggy. The beautiful flow chart which goes in straight lines from "formulate objectives" to "solve problem" ignores colleagues who have died on the job and stayed on posthumously and seasoned twerps. Easen's book is generally realistic enough to recognize constraints and conflicts along the somewhat tortuous route to improvement.

Though some of the proposed activities may strike teachers as a little abstruse and remote from real life, most are worthwhile. I was, however, sorry to see the "myth" status accorded to the "hero-innovator", the knight in shining armour trying to change things with a stroke of the sword. An ageing teaching profession can soon run short of heroes, and one hopes the persistent and eternally optimistic loony will not be seen oft too easily.

'Income maintenance'

Who's to Benefit? A Radical Review of the Social Security System. By Peter Essam, Robert Good and Rick Middleton.
Verso £16.50. 86091 111 X. £4.95. 8181.
Safeguarding Social Security
Available free from Netherlands Scientific Council for Government Policy, 2 plein 1813, P O Box 20004, 2500 EA The Hague.
A Two-tier Basic Income and a National Minimum Wage. By Robin Small in BIRG Bulletin No 4.
Available from NCVO, 26 Bedford Square, London WC1 £1.75.

Who's to Benefit? is a book about social security reform which starts with the big advantage that its authors are welfare rights workers. This gives them a depth of understanding of the existing social security system which altogether eludes the growing band of researchers who rely on data from computer models and sample surveys.

The book's objective is to "tear away" the convention that income maintenance policies are "apolitical" and to set out the principles of a socialist approach; abolition of the existing systems of contributory national insurance benefits and means-tested supplementary benefit in favour of non-contributory, non means-tested "positional benefits" for part-time workers and for the non-employed including careers; a national minimum wage at a "socially determined level"; and greatly increased child benefits.

Whether or not one agrees with these proposals, the book is good reading both for the clarity of its exposition and for the consistency with which the authors set out their ideas for change. Their analysis of the present system is all the better for their commitment to radical change. Unlike the soft left, who prefer tinkering change and who underestimate the disincentive and demoralising effects of the unemployment and poverty traps for fear of a welfare backlash, these new left authors fear nothing and reveal all (or almost all). The existing system "treats poor people worse than other people", pushing them "into a state of dependency on officials; everything they do must be reported or approved". How right they are.

Regrettably however it is always easier to criticise than to innovate. The case for change along socialist principles needs figures to support it but instead, like Mr Norman Fowler's Social Security Review, we get here a package of principles without the necessary arithmetic. So the reader cannot judge whether or not socialist [illegible] and acceptable policies.

One change proposed is the individualisation of benefit units, with all men and women treated separately regardless of marital status. That is a change with which many non socialists would agree. The traditional benefit categories penalise marriage and make no sense in a society increasingly populated by non-marital households. Independent tax and benefit units are an integral part of most Basic Income schemes, and a move to individual benefit units is also recommended in a recent report by the Netherlands "Think Tank". It is the soft left who cannot take it on board, for fear of subsidising the "millionaire's wife" who "chooses not to work". But, as Esam et al point out, the only logical solution is to treat the wife as an independent unit and to tax the millionaire more heavily.

Who's to Benefit? rejects the Basic Income approach to income maintenance as an "indiscriminate subsidy to wages". But here there is a misunderstanding. Basic Incomes, especially partial Basic Incomes, are not incompatible with a national minimum wage. The case for minimum wages stands or falls on its own merits and a Basic Income system could operate with or without. Robin Small of the Low Pay Unit discusses the possibility of a two tier Basic Income and a national minimum wage in *Bulletin Number 4*, published last month by the Basic Income Research Group.

All in all there is more common ground between the socialist alternative and Basic Incomes than the authors seem to recognise. Surprisingly there are also important similarities between the new left, the Basic Income Research Group, and the hard right, for instance the *Omega Report* published in 1984 by the Adam Smith Institute. For all recommend that benefit entitlement be based on citizenship or residence instead of contribution record, all emphasise the importance of the basic safety net in preference to earnings related supplements, and all recognise the need to subsidise the lower paid/part time worker instead of concentrating solely on the unemployed.

Hermione Parker

"I'm sorry pet, but I've never had a photo took of me in all me life. It's nee good now hinny . . ." This was the initial reaction to one of the Geordie inhabitants of Byker when asked to pose for the young Finnish photographer / interviewer Sirkka-Liisa Konttinen in the early Seventies. But in the course of six years' residence in the back-to-back community she became the trusted and feted chronicler of the gusto, and tragic enforced decline, of their culture. (Byker. Bloodaxe Books, £6.95.)

Among this week's contributors:

Penelope Fitzgerald's latest novel is *At Freddie's* (Collins); **Stephanie Nettell** is children's books editor of *The Guardian*; **John Weightman** is Emeritus Professor of French at London University; **Hermione Parker** is currently researching the integrated reform of social security; **Sam Miller** is a journalist specialising in Middle Eastern affairs.

NEW FROM Hodder & Stoughton

History for Pupils with Learning Difficulties

Michael Wilson

This book provides a comprehensive study of the teaching of history to children with poor academic achievement levels. It covers all the major issues, including

- The problem of defining a child with learning difficulties
- Curriculum planning (aims and objectives)
- Appropriate teaching strategies

and provides practical and well-tested approaches for the classroom.

Mr Wilson looks at the role of history in the context of a common core curriculum, and presents a careful account of the theory behind this important area of education. He also provides practical and well-tested approaches for the classroom. Throughout the book he stresses the importance of school based innovation and evaluation.

0 340 35949 8 Paperback £4.95

Micro-History

Local history and computing projects

Sue Edgington

Designed for use in secondary schools and colleges of further education, *Micro-History* offers an approach to local history via a series of programs for the micro-computer. The software and accompanying book are intended to support each other. The book is well illustrated, with black and white photographs, authentic documents, and listings. It provides ideas for investigating information sources and suggests various projects about population before moving on to more particular studies such as literacy, mortality and social structure. The software programs themselves have all been run on real data from a single parish and provide a basis for comparison when students feed in different data assembled from their own parish records. The programs are easily followed and show information and results in clear, useful forms in order to provide a valuable stimulus for follow-up work.

0 340 37396 2 Paperback £3.95

Software
0 340 37397 0 BBC Model B disk. £12.00 + VAT
0 340 37398 9 BBC Model B cassette. £8.00 + VAT
0 340 37395 4 Sinclair Spectrum cassettes. £6.00 + VAT.
Software is not available on inspection.

Management of Learning in the Classroom

Marten Shipman

In this new book, Professor Shipman presents evidence helpful to teachers planning the organisation of learning in the classroom. Studies in the psychology of learning and in sociology, and observations of classroom interaction, enable more informed professional judgements to be made – about the task in hand and the skills and attitudes of the children about to undertake it. The focus moves from theories of learning to models of teaching and to actual classroom practices.

This is the twelfth title in the series *Studies in Teaching and Learning.*

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Teachers are invited to write for inspection copies, stating school address.

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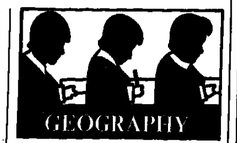
BOOKS IN CLASS

How the land lies

Groundwork. Practical Ways of Learning about Soils. By Maggie Jarman.
Leicestershire Museums Art Galleries and Records Service. 0 85022 1447.
Fieldwork Location Guides. 4: The Brecon Beacons. By Michael Francis and Nigel Lowson.
The Geographical Association. £2.40
Settlement History for Geographers. By Mary Arts and Glyn Jones.
Gwynedd Archives Service. £1.50
Urban and Local Studies in Avon: A Resources Directory. Compiled by Graham Russell, Beverley Kelly, Gary Lloyd and Kathy Eastwood.
County of Avon Public Relations and Publicity Department £1.50. 0 86063 205 9.
The Geological Map: an anatomy of the landscape.
HMSO £1.50. 0 11 880721 8.
Fieldwork in Geography. By Janet Boyce and Jane Ferretti.
Cambridge Educational £2.95. 0 521 27300 5.



Fieldwork is, I suppose, a form of do-it-yourself teaching. This may explain why it seems to attract the do-it-yourself publisher as well. Unfortunately mediocre production standards do nothing to enhance the readability of a piece of writing. If a book is worth publishing it should be done well. At the very least, good design, effective layout and crisp black type ensure that nothing physical in the media gets between the reader and the message.

That this can be done effectively by a regional resources centre is ably demonstrated by the Reprographics Services of Leicestershire County Council in *Groundwork: Practical Ways of Learning About Soil*. This lively booklet packs a great deal of valuable information into 16 A4 pages. The typeface is clear, the presentation lucid and the book well-illustrated with self-explanatory line drawings and diagrams. It is an exciting, comprehensive and informative handbook to a field activity which many sixth formers have hitherto regarded as dull and boring. Incidentally, the booklet is universal in its appeal and utility and is not related at all (so far as I am aware) to anything specific in the soils of Leicestershire.

By contrast, *Settlement History for Geographers* is rooted in the towns and villages of Gwynedd. Clearly the various types of archival resource utilized and the methodology employed have a more general application, serving as a model for similar studies in other parts of the British Isles. Unfortunately, this 92-page A4 publication looks more like a thesis than a book and the reproduction process fails to do justice to either the text or illustrations. None the less, it is a recommendable addition to any resource library of environmental studies and geographical fieldwork.

The same is also true of the Avon County Planning Department guide to the local resources in Avon and to the Geographical Association Fieldwork Location Guide to the Brecon Beacons. The standard of reproduction in both booklets leaves much to be desired and the lack of effective visual stimulus deters.

By contrast HMSO's *The Geological Map* exudes professionalism with its fine full-colour maps and photographs and well planned text. It is also remarkably good value for money – something rarely said about other publications emanating from this source.

The book begins with a geological map of the British Isles and the geological column. The author then explains how rocks are formed with the aid of a number of excellent full-colour block diagrams. Folding, faulting and minor earth movements are all explained simply and clearly. Were it not for the terminology (eg "ferruginous", "lithological") the book could be safely placed in the hands of the secondary school beginner as well as in the hands of the more advanced pupil.

An important section of the text takes the reader through the map-making process itself, aimed at full-colour geological maps and cross-sections to make the points. A later section of this 38-page book surveys the geological map of Britain "from highland to lowland" and usefully reproduces extracts which cover many parts of Britain.

Janet Boyce and Jane Ferretti have aimed *Fieldwork in Geography* "largely at VIth form students who are required to submit a fieldwork project as part of their examination and assessment". Each chapter has been designed for independent use rather than as a book for use by a class as a whole.

Fourteen topics have been chosen and these include studies of agricultural land use, river variables, upland ecosystems and the central business district. The authors present many interesting ideas here, supported by concrete examples, and the book is well thought out and effectively presented. If there is a fault it is that lack of space has precluded the full explanation and amplification of skills and techniques which many sixth formers may well require. Booklists directing the pupil elsewhere are not always an acceptable or adequate alternative when pressure on book resources limits the pupil's effective choice. Thus Spearman's rank correlation test is only explained in the text in brief outline. Few sixth formers new to the technique will be able to cope without seeking additional explanation. Yet, at the same time, the authors appear to neglect the fact that many pupils own scientific calculators which are already pre-programmed to compute relevant statistics, such as the product-moment correlation.

Philip Sauvain

William and Fanny Bullock Workman facing the perils of mountaineering at the turn of the century. Ian Cameron's *Exploring the Himalayas*, one of the Royal Geographical Society Exploring Series (Longman £5.95), tells in dramatic pictures and lively text the history of man's fascination with the world's most famous mountain range. *Exploring Australia* is published simultaneously in the same series.

Down to earth

Oxford Illustrated Encyclopedia (General editor: Harry Judge). Volume I: The Physical World (Volume Editor: Sir Vivian Fuchs).
Oxford University Press £15.95. 0 19 869 12 9.

The Physical World is one of a series of eight volumes covering the Natural World, (also just published), the History of Mankind (two volumes), the Arts, the World of Technology, Human Society and the Universe.

In the general preface, Harry Judge reports that during the early planning stages of the volumes, the choice had to be made about the format of the encyclopedias – should they contain a relatively small number of articles, or have "a much richer collection of shorter entries"? The latter course was opted for on the grounds that users "would welcome immediate access to the information for which they were seeking". I am doubtful whether the right decision was made, because although to my biased geological eyes Volume I is orientated towards the geosciences, a significant part of it deals not only with the concepts of physics and chemistry, but also the history of science *and* the exploration of our planet through potted biographies (such as Helmholtz and Henry the Navigator on the same page). If all this isn't enough, there are mathematical concepts too, from complex numbers to triangles. The result is an eclectic mixture; for example in the space of three pages under "H" not only are the achievements of the aforementioned gentlemen described, but there are entries as disparate as helium, Henry's Law, Hercynian episode (a mountain building period) hexahedra, High Plains (of North America), highs (the meteorological kind), hills, Himalayas, Hispaniola, histograms and histosols (highly organic soils). This curious combination could have been avoided if this volume had been split into volumes dealing with the Earth sciences, *and* the physical sciences.

In places, *The Physical World* does have a more thematic approach, with composite tables and diagrams covering topics such as climate, electromagnetic radiation, geological time, the Periodic Table and soil types. If only this approach had been used more – for plate tectonics, for sedimentation – and for really important applied themes like geophysical prospecting which warrant no entry at all.

At a different scale, I found, without exhaustive searching, that some of the illustrations were inappropriate or even misleading, giving the impression of being afterthoughts. The worst offender was a photograph of cores of oceanic crust labelled "Geophysics". But, to be fair, the clarity of both the drawings and the colour and black and white photos is generally excellent.

My advice to students and teachers with an interest in geography and the geosciences would be to use Oxford's *The Physical World* to look up brief definitions, but for an in depth treatment, the oppositions' (Cambridge University Press) *Encyclopedia of Earth Sciences* is a much better bet, (and I say that as one of the few Open University staff who was not a contributing author).

Chris Wilson

CHILDREN'S LITERATURE

Journey to the Volcano, By Rose Tremain.
Hamish Hamilton £5.95. 0 241 11651 1

The volcano is Etna. Eleven year old George is abducted from his Clapham school and taken to Sicily by his mother, Annes, whose family lives on the slopes of the mountain. Although she loves Robert, her English insurance clerk husband, Anna has a compulsive need to spend a long stretch of time with her old mother, Violetta, and to let her son experience this side of his inheritance. So although the story starts with what seems like a classic family break up, *Journey to the Volcano* is, in fact, a book about people coming together. There is even a sort of happy ending. Robert comes alive as he takes time to be with his own neglected father; he comes to Sicily and Anna agrees to return with him so George is able to look forward to finishing his south London school friends; but the beloved Violetta is killed by Etna's lava flow.

There is no more unsentimental writer than Rose Tremain. She makes it clear that Violetta would have died soon in any case, she was very old; but this in no way diminishes the grief that her daughters and grandchildren experience. Family warmth is not achieved without pain. That is made quite clear in this story of contrasts between the dull, comfortable order of suburban London, and the hard-working Sicilian hill farmers, with their vulnerable olive crop and straying goats, constantly battling against poverty.

Gentle and affectionate towards all her characters (even the awful, rich American godfather has his moment of heroism), Rose Tremain is as honest about them in this, her first children's book, as she has proved to be in her adult novels. The grown ups in George's life are given the same careful attention that is shown to his contemporaries. His author pays her young readers the compliment of taking them into the adult world, while allowing them to enjoy the adventures appropriate to their own.

Shirley Toulson

New ways to turn the key

Concept Geography. By Spencer Thomas.
Book 1 £2.95 07195 42235 Book 2 £3.50 07195 42243
John Murray

A fresh, original approach is difficult to achieve in the geography textbook market, but these books do break new ground. For the jaded geography teacher they should provide a stimulating way of motivating a class towards an understanding of the many "concepts" of the subject. The two books, plus a third and a teacher's book still to be published, aim to provide a structured course up to 16+ and clearly have the new GCSE examination in mind.

The books are built around a framework of ten "key concepts" such as location, networks and hierarchies, the content being graded according to ability throughout the series. Each concept is illustrated by specific topics taken from physical and human geography with "real world" examples covering a wide spectrum. There are also graded questions after each topic designed to develop skills, attitudes and values and to encourage "active enquiry learning", very much the buzz words of current geographical education. Teachers should not be put off by this as the content is consistently interesting and the questions set relevant and challenging.

The style of the books is similar to an illustrated journal or magazine. Information is set out in a varied pattern over the page, with a mix of photographs, diagrams, maps and questions designed to attract the reader's attention and to keep it. The books succeed in this aim, an achievement which surely all geography books at this level should aim for but frequently do not. The photographs are generally well chosen with long and informative captions so that they become integrated into the text. Colour is widely used and the general design and layout are hard to fault.

Decisions as to where to place a particular topic appear rather eccentric at times, for example longitude and latitude and time zones appear under the concept of "network" and not "time/distance". The division of the subject into ten neat packages is bound to lead to some arbitrary groupings of topics but a logical allocation should at least be apparent.

The teacher who wishes to use the books to follow through a specific topic such as "rivers" will have to rummage through the text as the approach is to mix together a variety of subjects under the concept headings and to encourage the user to understand the links between different sections of geography.

One of the major strengths of these books is their broad but not over demanding coverage.

The choice of examples is frequently imaginative and fresh, "networks" being illustrated by family links and milk-rounds in Cornwall, artists portraying "landscapes" and supermarket produce showing worldwide transport links. How many people know that the site of Swindon was reportedly decided by the distance that two Great Western Railway employees could throw their sandwiches? So much for Brunel and Christaller!

Third world coverage is limited in Book 1 but much more extensive in Book 2, the examples generally being chosen to represent a range of countries and value systems. The readers are frequently asked to consider different viewpoints and competing ideas and to evaluate their effects on society and the landscape.

The graded exercises include a number of simulations and role plays which can be carried out by the whole class to create a more immediate and personal focus on a topic. Book 1 would be suitable for use with an average 12 to 13-year-old, Book 2 up to age 14 or 15.

For a stimulating introduction to geography, backed up when necessary by detailed information on specific case studies, these books would make an excellent investment for any geography department. Geographers contributing to CPVE, TVEI and BTEC General course would also find the approach and accessibility of the books very useful and relevant.

Andrew Powell

Further reviews of geography books occur in pages 33 to 40.

The Cambridge Field Guide to Prehistoric Life
DAVID LAMBERT
★ Comprehensive coverage of fossils world wide
★ descriptions and distribution maps for all the major forms of prehistoric life
★ 256 extensively illustrated pages
★ two colour throughout
★ includes a guide to museum collections and famous fossil hunters
★ 229 x 178mm Hard covers £17.50 net Paperback £6.95 net
For further details please write to Annette Duggan at
Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

ARTS

White light

INTERPRETERS. By Ronald Harwood
The Queen's Theatre.
King Lear. By William Shakespeare.
Almeida Theatre.

INTERPRETERS centres on a Foreign Office enquiry into what nearly scuppered the official visit to London of Soviet President Stepanov. It opened as Gorbachov and Reagan met in Geneva and so acquired an immediacy of impact which seemed astonishing. To a cleverly written, well constructed, interestingly designed, smoothly directed, beautifully acted play was added the thrill of topicality. To cap it, there was Maggie Smith at her soulful sparkling best struggling dextrously with sexual passion and political defection, drawing pity and laughter by turns, surrounded by supporting actors who elsewhere play leads.

All the ingredients are right for a West End success. There are suggestions that feelings might be explored, ideas examined, stereotypes explored in the barbaric love that sweeps through English Nadia and Russian Viktor. We are flattered into thinking that what we see matters. Then Harwood – his heroine jobless, tearful, undergoing a breakdown – forces a happy ending. Nadia smiles through her tears while her FO boss (splendid John Moffatt) weeps with admiration. In the last five minutes the proffered meringue falls to the ground and disintegrates and we are left feeling cheated.

I felt the same about Kick Theatre's widely thought not universally, praised production of King Lear. Deborah Warner directs in a setting of three bog-standard bentwood chairs and assorted buckets on a bare stage. Her Lear is a stocky, crew-cut, moustached, early middle-aged low comedian. Gloucester speaks Scottish; Cordelia is a loud-mouthed vixen who also doubles as elocuting Fool.

From its Brechtian white-light opening to its roaring end (the Lear-Cordelia reconciliation is a shouting match) Warner's direction works against the text. Sometimes it seems wilful: drums and cymbals make the storm but "far off . . . the beaten drum" is silent; Lear's description of Cordelia ("her voice was ever soft, gentle and low") suggests he never heard her. At other times startling directoral images seem crassly mistaken: Lear halfway up a ladder conducting the storm with a riding crop, doing a bare-bottomed belly dance to denote madness.

Kick's Lear kicks Shakespeare's in the teeth. Cosmic forces? Nature o'erthrown? Royal tragedy? Forget them all in a production which mixes old-style actors' posturing with desperate novelty, in which players spout words sans character, feeling, meaning. Over-cast Robert Demeger as Lear never matches word with thought and action. It is left to Derek Hutchinson (Kent) and Janet Amsbury (Regan) to provide glimpses of what the play is really about.

When Lear goes mad the order of creation is thrown out of joint. He is not just your average patient in a psychiatric ward, weird in behaviour, inspiring pity and nervousness. He is the fulcrum about which his (and our) world turns and when that centre is thrown away, God help the rest (and us). Shakespeare catches this in poetic images of colossal terror and shocking simplicity. The tale of Lear and his daughter is nasty and brutish: Shakespeare's art turns it into something universally significant and immensely powerful. Imitating the antics of the mentally sick is a kind of truth but it is light years away from the truth about the human condition which Lear's suffering, madness and reconciliation reveal.

John James

The Wheel of Life, edited by Norman and Jeanne Mackenzie, is Volume Four of Beatrice Webb's Diary (Virago £22.00). This final section, covering the years 1924–1943, reports encounters with the Shaws, the Woolfs, and

Hope and glory

Philippa Davidson considers The Schools Prom

Schools Prom
Royal Albert Hall, Wednesday 27th November.

Music, we are often told, is a civilizing influence. And yet there's nothing like a musical disagreement to widen the generation gap and bring out all those prejudices every self respecting liberal is usually afraid to articulate. However much people protest about breaking down cultural barriers, what the educated concert-going public wants is serious music and the reason you won't find steelband and string quartets on the same programme is because audiences don't want it.

Except at the Schools Prom, that is. And here the mixture works, for the under-eighteens at least. The last night of the 1985 season broke the rules by erupting with an orchestra rather than a band, and spirits ran high with the Birmingham Academy's splendidly crisp performance of the Prokofiev Classical Symphony. After that came some lighter items. "Great for the Mums" sniffed my companion as the Mountbatten Choir delivered their extremely polished arrangements of show songs from *West Side Story*. We even had that most sober of ensembles – a flute trio from Bournemouth Girls' School – transforming *The Flight of the Bumble Bee* in a fest of spectacular virtuosity. But is this kind of repertoire chosen for its novelty value, because on the last night all people want is a good tune?

Administrator Jean Halford Thompson says there is no attempt to engineer a lighter programme on the last night. Achieving a balance on all three nights takes up the months between the July National Festival of Music for Youth and November. Groups select their own repertoire with careful vetting from the Music for Youth team. Music performed at the Festival is rarely suitable for the Schools Prom. Sometimes the engagement of a full symphony orchestra has to accompany a concerto, or, as happened on Wednesday, a programme with its quota of bands will be balanced by a classical saxophone concerto (a pity the rather grey Glazunov concerto is virtually the only one in the repertoire – despite soloist John Harle's excellent performance of it).

The order in which groups appear is just as important. This is usually band – choir – small rostrum group; but sometimes outside forces intervene. This year the Proms fell at the same time as the Oxford and Cambridge entrance exams. The Bournemouth Flute Trio was due to appear on Monday but was switched to the last night, thereby creating the "outbreak of flutes" referred to by presenter Richard Baker. Further complications occurred when the steelband, playing in Bournemouth's place on Monday, had to abandon their planned Beatles medley to avoid a surfeit of Beatlemania on that night.

A technical hitch can capsize the so-called "sensational" stage management that coped so efficiently with problems such as the discovery, at hours' notice, that the Scalby Schools' *42nd Street* needed a microphone system that would have taken a BBC crew two days to set up. The resourceful organizers stepped into the breach by detaining Royal College of Music student Simon Holt, who had arrived some hours earlier to rehearse the organ's few bars in *Land of Hope and Glory*. His confident execution of the flamboyant Widor Toccata betrayed none of the tension he must have felt at being asked to perform the piece at such short notice.

When the coach loads have departed, what really matters about the Schools Prom is not the style of music the groups perform, but whether they

hands over her ears when Electrodance tuned their synthesizers was probably doing so not because she was allergic to electronic music but because the balance of sound was unmusical. And had the critic of Mountbatten Schools' show songs listened to the singers' excellent diction, or remarked on their stylish presentation, all too infrequently found amongst amateur choirs?

The importance of the educational experience behind the shop window should never be minimized. Perhaps Scalby Schools' *42nd Street* isn't quite up to Drury Lane standard choreographically speaking, but in a school that offers such a diversity of musical experience it is highly commendable to bring together all the various forms of music-making in an entertainment that gives opportunity for performance to so many pupils.

There can be nothing but unreserved praise for one of the last night's most delightful offerings – Sheila Nelson's Cromwell Quintet (all under 12) playing Donizetti's *Introduzione*, a little-performed chamber work with some predictably operatic writing for strings. We can surely expect to see their first violin – in fact all the players – as the soloists of the future. Nevertheless, such groups are a tribute to fine instrumental teaching, natural gifts and parental support; they are not school music-making.

Speaking of which, primary school contributions were sparse this year. The sole representatives from this sector were Grangetown Recorders, complete with Renaissance costumes, Middlesbrough accents and of course some excellent recorder playing. What happened to groups like the Tiny Tots Accordion Band, and the recorder groups from Sheffield? They are performing at the Schools Prom North in March, but generally, says Jean Halford Thompson, fewer primary school groups than usual were up to Albert Hall standard. Let us hope that this is something peculiar to 1985 and not a sign of further decline in primary music. Over 100 groups, including primaries, dropped out of the regional auditions this year, for a variety of reasons, and nowhere are the painful results of teacher action more felt than in the curtailment of extra curricular subjects like music, particularly in the primary sector.

Teacher action, sadly, was almost certainly a contributing factor to the underpopulation of the arena on the first two nights. But even this has its positive side. Antony Hopkins' verdict more musically attentive. The 1985 Proms have been a success – at least for the consumers.

The Schools Prom is sponsored by the Association of Music Industries, Commercial Union Assurance, The Rank Organization and The Times Educational Supplement.

Theatre in Education

All human life . . .

Six Minutes Past Nine
Dr Foster's Travelling Theatre

On the bare boards of village halls, community centres, schools and colleges throughout the Southwest, the four actors of Dr Foster's Travelling Theatre reconstruct the anonymous life of a rural council estate. It is a switchback of a show. Moods swing from the hilarious (there is a ridiculous character whose instant response to any situation is to set off on a sponsored jog) through satire (an inspired mime of a parish council meeting) to stark tragedy as one evening, at six minutes past nine, two adolescents giggle their way to death on the exhaust fumes of a snow-bound car.

It is a crowded scene. None of the actors takes on less than four characters. Helen Stuart alters the way she wears a black cardigan to indicate an old lady, a teenager and a headmistress. Traicee Ashford convincingly plays both the missing girl and her mother. The company's founders, Greg Banks and Nigel Stephenson, who also arranged the music, get inside the skins of the men of the village, a motley crew that includes a pretentious Minister and a confused policeman.

Six Minutes Past Nine is community theatre at its best. Between now and Christmas, Dr Foster's will be touring it in Gloucestershire and Bristol. From January they go off on a nationwide tour. Information on performances is obtainable from Stroud (045 36) 71903.

Shirley Toulson

Mileage

Getting Through and **Over and Out**
Theatre Centre, touring schools.

Theatre Centre won't let schools book both of these plays, they have to have one of them. Teachers can't even choose which. This isn't because of a sudden meanness of spirit, it's to facilitate an interesting experiment in inter school communication.

The two plays are, in fact, companion pieces. In *Getting Through*, Caz starts a new secondary school and is immediately frustrated by the lack of understanding she finds there. While she has set her heart on electronics as her future life's work, the school wants to confine her to more "ladylike" activities. With the aid of her sensitive young (male) friend Boy, and despite the efforts of wicked sexist teachers and a set of classmates portrayed, cartoon style, as either drips or thugs she achieves her ambitions – friendship with a weird lady cleaner and an even weirder EFL teacher, and the construction of a radio transmitter with powers to contact other worlds.

In *Over and Out* we find the same characters in a different, idyllic world where the pressures of conformity have been magically removed. Caz and Boy are newcomers to the "New Frontier" and the play is about their adjustment to it. Caz still has a radio that she's very proud of, though this time she uses it to receive messages to her counterpart in the more down to earth *Getting Through*.

The company encourages their audiences, through a well produced work book to do two things. One, to examine the themes of whichever play they saw, and to develop written work around them. Two, to write to pupils in a "twinned" school to compare notes about the different plays, fitting the two into one jigsaw picture. It's an unusual and clever way to follow up two excellent performance pieces, played fantasy style with a terrific sense of fun. The aim is to carry that sense of fun into the follow up work, from which teachers could get a great deal of useful mileage.

There are two reservations, though. One is to do with the familiar cry "It's not fair, miss!" It isn't. Pupils who get the cartoonish *Getting Through*, with its loony operatic style (a sort of Gilbert and Sullivan go anti-sexist at Grange Hill effect) have a much better deal than those who get the more airy fairy *Over and Out*. This despite the fact that both shows have the same joint writers and directors, Nona Shepphard an Bryony Lavery.

The second problem, particularly for showings in junior schools, is the danger that *Getting Through* may suggest to 9–11 year olds that the secondary schools they are bound for will be full of sexist teachers, thwarting the aims of the girls and encouraging the boys to be mini-macho-men. This may be true in part, but it's generally accepted that parents influence their children's choice of subject and the image they have of themselves as much – if not more – than teachers do.

Nick Baker

Game show

Gaia's Song
Commonwealth Institute

The set of *Gaia's Song* is stunning. Few children will resist being taken by a barmy professor for a time trip into the remote past; especially not when the past is such a snug, tree-surrounded cave with trickling water and masses of skins, stones and logs lying around. So far the experience is pure gain, lending a vital dimension to the more academic view of the past encapsulated in *The Human Story* exhibition. Children, however, are not all equally suggestible, and are as likely as not to reply to the question "Do you come in peace?" with "No I've got a submachine gun." Pity the actor who is thrown by such a reply, for the game then begins to be lost.

So, sorry to say, there are faults of attitude in *Gaia's Song*. Two of the players have classroom experience and are somewhat flexible with the children, but the glamorous Anna who plays Gaia, spirit of the earth, and Eric, who directs the show, seem keener on getting the right performance from the children as well as themselves. This deadens the educational value and makes for poor participative theatre.

Still, the show is full of good ideas. Life in the co-operative groups of early hominids is followed by a game show in the present where images of the future are evoked for the audience's interrogation. A few rousing songs and cheers punctuate the message of man's dependence on nature and need to share in order to survive. And children will love the opportunity to act out a few fantasies about life in those ancestral caves.

Victoria Neumark

Gaia's Song will be showing at the Commonwealth Institute until 21 February, excluding holidays, at 10.30am and 1pm. For children aged 8–13 in groups of not more than 33.

Endpage 30
Brian Alderson on the Brothers Grimm; Victoria Neumark on the future of English; Keith McCulloch on the history of science.

ARTS

Literary competition

Competition No.69 Report by Scylla
You had to write 140 words (including the Booker Prize short list titles) on Choice. I merely had to choose the winners. An easier task? There were plenty of entries, covering such topics as archaeology, pub crawls, crossword clues, eating out, and of course cricket (Pollock and 'Illy' were useful here). But my task was made no easier by three of my short list turning out to be 144, 146 and 147 words long. I might have accepted 141 (who is to say whether 'I'm' is more words than 'freedom-fighter'?) but as most of you try hard to keep to the word limit – and it's more fun anyway – I was strict. As E.O. Parrot said, 'The author must become the willy-nilly whacker-out of all unnecessary words'.

In spite of this perhaps unusual strictness on my part, there were still plenty of good entries to choose from, and some very original ways of including some of the titles, especially of 'Illywhacker'. Honourable mentions to Harry Smith, E J Elwin and Graham Guest, all of whom missed by a whisker, and to Catherine Brice for her sci-fi ingenuity. £12 each to the winners, whom I could not separate.

Goodness! It was Jane! It seemed ages since university and our *last letters*. "*From* –" "*Hav*– Sorry! You first!" "From what I hear, *you* chose 'judiciously'." "Punishing the wicked, preserving *the good. Apprentice* work, actually. I'm not a real lawyer yet. And you?" "I'm in theatre."

We suddenly giggled at the memory of our last play at Pollock's Hall in Edinburgh. We'd chosen *Twelfth Night! Costs* pared to *the bone. People* practically forced to buy tickets, even the philistine Whacker, who arrived drunk and quarrelsome. The curtain went up. No scenery, little lighting. Viola: What country, friend, is this? Captain: It is *Illywhacker*. (*Bawling*) "Looks like no-man's-land, darling!"
The arguments and brawling that followed became known as '*The Battle Of Pollock's*'. *Crossing* our fingers, we tried to re-start the play, but what was *the good? Terrorist* tactics ruin romantic comedy.

Brian J Hayward

I asked about Pollock.

"The good young republican," he replied, "became *the good apprentice* gunman: and ultimately, *the good terrorist*. But nationalism conflicted, violently, as it were, with the international socialism in his heart. Thus grew *the battle – of Pollock's crossing* borders into Ulster, or into the world; to be an Irish freedom-fighter, or universal liberator. Pollock wasn't what Australians would call an *illywhacker* – he fooled nobody, not even himself. It is neither the flesh nor *the bone people* consist of – yes, even terrorists are people – which ensures such choices are made. It is the soul. And Pollock chose."

I put my gun to his head.

"Tell me, old liar. Where was it you last heard of him?" I said.

He winked. "Sure, I had his *last letters from Hav*–". He hesitated, foxily. "From Belfast, naturally," smiled the priest. "He chose."

Bill Greenwell

Every bowler has a choice, with each ball. So what about intimidatory bowling, a subject very near *the bone? People* fail to distinguish between *the good terrorist* and the bad, the accurate and inaccurate fast bowler, and the slower man like Raymond Illingworth, who chooses an occasional mean delivery (we called it an *Illywhacker*).

Patsy Hendren wrote about choice in his *last letters. From HAV*-JOK in the Encyclopedia Britannica you will find no mention of Hendren, but he knew. From being *the good apprentice* Patsy became the complete cricketer. "The bowler," he wrote, "should not choose to provide runs."

Indeed, spectators do not choose to endure the sight of Huttons endlessly dominating *the battle of Pollock's crossing* while the board clicks on towards four figures; of Gavaskars in *permanent residence*.

Paul Griffin

"*The good terrorist* is like *the good apprentice*: he chooses what he believes to be the best tools for the job. Sometimes he's wrong." The *last letters from Hav* had been full of this sort of pseudo-philosophical mumbo-jumbo. Now the old dromgo had croaked. We'd met in a foxhold in Suvia – *the Battle of Pollock's Crossing* it was. He'd been a small-time *illywhacker* from Dandenong way; he sure showed me a trick or two. Anyhow, he got a leg shot off, and *the bone people* at the hospital reckoned the other was pretty crook. He never took to being cripple, it twisted him inside – for choice, he'd as soon have been dead.

He got his wish when his last con went wrong. His mark caught him out, and his ticker went. My oath, but I'll miss the old dill.

Bill Smith

Well, after we'd finished off Border and his Illywhackers ('*Illywhacker*' – that was what we called Raymond when he hit those sixes up at Scarborough) we had to pick a crew to face Marshall and Holding again. Y'know what I called 'em after they put out Lloyd and Terry – *the bone people. The 'Good Terrorist'* picked himself of course; Ian Botham scares me if not the opposition. We had to be careful over South Africa, remembering the *battle of Pollock's crossing* (not to mention Procter's), but finally we'd just one place left, free for a young fast bowler. We decided we couldn't ignore the *last letters from 'Hav'* (H.A.V. Evans of Glamorgan II and D.H. Robbins XI – Ed); with his dying breath the old boy wrote 'Young Greg'll be *the good apprentice* of any tour'; and let's hope he was right!

Michael J Downes

Competition No. 70. Set by Charybdis
Dickens' Miss Havisham and Caravaggio's 'The Calling of St Matthew' are currently conscribed into telly commercials, advertising respectively a furniture polish and a make of TV. Up to 150 words please from the script of a commercial that similarly exploits a very famous book or picture in a way that is as nauseating as the product that is being puffed. Be as (printably) tasteless as you please. Closing date: December 17. (Remember Xmas postal delays and get your entry written and posted *before* you tackle all those cards).

Television

Trouble in the cities

Wanton cruelty to animals is repulsive, but *Out of Court* (BBC2, November 27) made badger-baiting into a relatively harmless pastime, simply by putting its report immediately after one on the catastrophe at Bhopal. The more anguished the commentary became, as it detailed the horrific injuries to terriers and badgers and the nocturnal efforts of RSPCA officials to prevent them, the less it was likely to move viewers still preoccupied with the matter of whether Union Carbide is actually preventing victims in Bhopal from receiving the correct treatment, by disguising the precise nature of the chemical that poisoned them.

News editors know all about the dangers of context and are usually quite good at avoiding them. As various studies have shown, perceptions of the news are distorted by other factors. In "Race Against Prime Time", The Eleventh Hour (November 25) analysed coverage of the 1980 Miami race riots on local and national networks in the USA. Even this excellent report, directed by David Shulman, was hampered by the refusal of a CBS affiliate to release some of their news footage, illustrating one problem which hampers serious study of television. The programme highlighted complaints frequently made about news reporting on such events: there is too little attempt to give the background to violence and too much emphasis on dramatic footage of burning buildings and angry crowds, with no explanation for a national audience of the local conditions that provoked the riots. In this case, too, newsmen were told that they could not be given police protection in the riot areas, so most of their film, in the first days, was shot from behind a frieze of riot police shields. When they did get beyond this, they tended to interview White victims, rather than Black, and owners of business premises destroyed by the riots. Given the limited time accorded to them (about twelve seconds), interviewees were preferred who had a recognizable title or function, and a few (eg a university professor) were rapidly elevated to the status of "spokespersons" for the community.

The programme was well-timed, unfortunately. "What can be in a set of people to make them feel that way?" asked a resident of the Broadwater Farm estate in one attempt to explore the causes of the Tottenham riots (*Diverse Reports*, November 27). "Nobody's going to tell me that it's because they want to nick a colour telly, or some geyser who's a left-wing militant has come down here and said: 'The Conservative Party's bad, let's kill them'." Two days earlier, *Panorama* (November 25) went to Toxteth to study the immediate and longer-term causes of the riots and the aftermath. Perhaps the most discouraging aspect of local reaction was the condemnation of community policing, retrospectively, as a form of spying – "a massive observation of this community". The failure of the alternative ("positive policing") was evident, as was the conclusion that the problem is beyond the reach of hard or soft tactics by the police. "People don't tend to riot if they've got a lot of investment in the social system."

The Church, which has long-standing investments both with the system and with those outside it, is liable to criticism when it shows any enthusiasm in protecting one or the other. The first news of the C of E report of inner city deprivation was followed on Sunday evening by an *Everyman* (December 1) on the record in Middlesborough. After 150 years, the balance sheet was not entirely in the Church's favour.

The Home Movie Front (BBC2, November 22 and 29) tapped a promising vein with wartime amateur film from a village in Bedfordshire and a small town in Germany. The second was easily the more fascinating, if only because the evidence of persecution, parades, propaganda and disasters on the Russian front was less familiar than a fête on the vicarage lawn.

Robin Buss

Caught in flagrante

You can't keep a good man down, or a good play either: the astonishing thing about Joe Orton's *Up Against It* is that it should have had to wait so unconscionably long for its professional premiere.

That event occurred two months ago at the Old Red Lion theatre in Islington, one of London's tiniest upper-room venues if also one with a notably adventurous policy. The premiere was a success, and if it has not yet led to the West End opening which will surely come it has resulted in a reopened local run till nearly Christmas.

Richard Hansom's production does full justice to its exhilarating and uncannily prescient farce; indeed, it is in some ways hard to imagine it being done better. Subtitled "A Screenplay for the Beatles", it was written in a fizz of excitement following Orton's sudden success, and with a take-it-or-leave-it attitude to the famous but very modestly talented quartet. (As Orton confided to his diary, "I don't think any of the Beatles can act in any accepted sense . . . Hope to discuss this problem tomorrow.") It was one of the ironies of his short life that he should have been due to discuss that problem at Twickenham on the very day he fell under his boy-friend's hammer, and it was a measure of the play's insatiable lightfoot brilliance that a string of established writers failed in turn to carry it out – it was only a first draft – into production.

"The Boys in my script have been caught in flagrante, committed murder, been in prison and committed adultery." Gende ambiguity permeates the characteristically querkie plot, which involves assassination at a political conference, an iron-lady prime minister, and follows a military apocalypse with a benign sexual one.

Orton: take it or leave it

No wonder the heroes of *Help!* sent it back quick.

Backed by music from Mood Six and The Times, the Old Red Lion cast hit exactly the right note of stylised preposterousness, with Tilly Vosburgh and Naomi Buch being outstandingly funny; the shoestring homeliness of the set, coupled with frequent doubling-up, serves to direct attention back where it belongs – on the chiselled outrageousness of the lines.

Michael Church

'Up Against It' is at the Old Red Lion (837 7816) till December 20. The script is published by Methuen, with an informative introduction by Orton's biographer John Lahr, at £2.25.

The Making of Citizen Kane by Robert L Carringer (John Murray £8.95) is yet another addition to the enormous pile of dissertations on this topic, but it offers new material culled from interviews with Welles (just in time) and other protagonists. The illustrations – including art department sketches – are in many cases published for the first time.

Allied bombs

Kurt Schwitters.
The Gallery until January 5.
Kurt Schwitters. By John Elderfield. Thames and Hudson £30. 0 500 23426 4.

Despite John Elderfield's modest claims, his book is the most comprehensive study of Kurt Schwitters we have, uniting writer, poet, performer, painter and graphic designer with the now famous artist of collages and assemblages, and setting these diverse activities in the social and artistic context of their time. It is an indispensable account, for without it even Schwitters' admirers could have some difficulties in fully appreciating this exhibition.

All but the lost theatrical models and the naturalist paintings Schwitters did throughout his life are represented. Yet, despite his use of almost every kind of material and the combination of visual, verbal and even aural means to achieve his ambitious fusion of the arts, the overall effect of the show is not one of great variety but monotony. To go beyond the very evident formal and decorative appeal of the work, you need an informed eye and a knowledge of German.

Non-German speaking viewers will easily see the gauze pasted over photographic figures in "Like an Old Master" as a parody just as they will respond to the sensuous use of a similar piece of cloth in the abstract "White, Beige, Brown". But with an artist who prefixed almost everything he did with the meaningless "merz" (a syllable of kommerzbank), well aware of its assonance with the German words for joke, heart and pain, they can only feel excluded from the deeper meanings of other collages.

If the language barrier is insurmountable, the visual one need not be. "White Relief" and "For Kate" are as eloquent as anything produced by Constructivist and Pop-artists. Even Schwitters' most ambitious piece, "The Cathedral of Misery", could have played a more important role in the show with a little imagination and effort. Destroyed by allied bombs, it now exists only in photographs, but instead of assembling these to suggest the enveloping scale of this monumental work, they are reduced to two or three placards that alienate the visitor. All the more reason for reading Elderfield's book first.

Michael Clarke

Rejects?

Our Day Out
Crucible Theatre, Sheffield.

Willy Russell wrote a memorable television play called *Our Day Out* about a remedial class from Liverpool on a day trip to Conway Castle. It surfaced a couple of times as a stage play to a mixed response; somehow it didn't seem to work. The version at the Crucible Theatre, with songs added, has got it right at last.

The songs are not exactly memorable; some moments translate from the screen less well than others. The broad style means some of the pathos and subtlety of the original has gone. But like Mrs Kay, the class teacher, the new version is still firmly on the side of the kids and has so much vitality that it can succeed on its own terms. Indeed it is upon the 23 Sheffield schoolchildren in the cast that the play depends. Jane Collins has drawn from them performances that are well-observed, funny, and at times genuinely moving. Above all, they communicate energy, commitment, and sheer enjoyment.

Beneath the fun the play poses serious questions. What are schools doing for the ones who are rejects from the day they were born? Once we turned them into factory fodder, what happens now there are no factories for them to be fed to? And how can you talk about the quality of life to those who are trapped in deprivation?

It can't provide answers, but in the many school productions it is bound to get, Willy Russell's play will help ease the problem for some of the children, some of the time. Not a bad achievement.

Nick Wood

The Greater London Council, with the axe due to fall in the Spring, is still initiating new projects. The latest, at the Royal Festival Hall, is Bookspace, a flexible exhibition and performance area in the space occupied by an overpriced restaurant.

In the period leading up to Christmas there is an exhibition of Ralph Steadman's illustrations for *Treasure Island* (until Sunday) and of some of the books recommended by the *Good Book Guide to Children's Books* (until December 23). Books are also on sale.

NAEA
National Association for Education in the Arts
National Congress – 4-8th April 1986
'ARTS AT THE CENTRE'
Willoughby Hall, Nottingham University
Topics to include Arts at 16+, Primary School Arts, Agriculture Arts, Children's Writers, Dance, Visual Literacy, Drama, Arts and Industry, Music, Video, Film, Arts and Disability, Arts and Peace, Arts and Technology, Arts and Media, Arts and Sport
Full details from Kent Art

RESOURCES

What's the score?

Philippa Davidson on a classical orchestral kit, Andrew Peggie on a modern keyboard

André Previn's Guide to Music
Complete kit: one copy each of eight topic books, 24 copies of activity book, 24 wallcharts, four C60 cassette tapes, 0 333 33974 6 £65 + VAT
Available separately: topic books (pack of eight) 0 333 33975 4 £9.50; wallcharts (set of 24) 033 33976 2 £14.95 + VAT; activity books, pack of six 0 333 33977 0 £3.95
Macmillan Education, Little Essex Street, London WC2R 3LF.

It doesn't quite add up: a glossy, expensive compendium on a well-worn topic – the instruments of the orchestra – at a time when class music is fighting for survival and educational publishers have stopped taking risks. And a further mystery, namely André Previn's part in the project – surely this must be an attempt to sell a product on a famous name. However, teachers, particularly those primary teachers who have spent the last few years trying to fight their way around the Schools Council's Time for Music scheme, can feel reassured. The four elements of this package (cassettes, information books, activity books, wallcharts) are in theory flexible and can be deployed in the way best suited to the age and needs of the pupils.

The teaching notes suggest the starting point might be to take one family of instruments, find out how the sound is made, construct a homemade version, compose some music and find out more about the family. In practice, however, the way the material is organized probably dictates that the class will be split into groups with each group working on a different topic.

[illegible] provide the linking commentary between the extracts on the cassettes. The first three cover the four orchestral families, plus keyboard and voice, and number four deals with electronic instruments, recording, performing and composing. The commentary is on the whole straightforward and unpatronizing, and the choice of music excellent, covering a wide range of styles and periods. (Brass instruments, for example, begin with the Renaissance and end with Stravinsky, Louis Armstrong and The Beatles.)

My only criticism would be that a snippet of two minutes or less may tantalize more than it teaches. Occasionally Mr Previn discourses on improvisation, the portative organ of Debussy, and on tape four John McCabe and Nicola Lefanu (the inclusion of the "token woman" is to be applauded) talk about composing, while Nina Walker describes her work as repetiteur at the Royal Opera House.

The recordings give a limited coverage of pop music from the point of view of amplification and recording techniques, but contain no examples of ethnic instruments being played; pictures and information, rather scant, can be found in the topic books and on the wallcharts.

The topic books, attractively illustrated with full-colour photographs, contain few facts that cannot be found elsewhere and in places the text is sometimes dull. Whether the younger [illegible] years) needs this amount of information is possibly an irrelevant question since most of the assumptions made in the text are well beyond the average nine-year-old. The books would be useful for CSE project work, though there might be a danger that music would be forgotten (they contain no musical examples and few references to actual works) if they were used in isolation from the rest of the kit.

The activity books, printed in black and white and serviceably illustrated, seem to place more emphasis on practical work with wood and string than on musical activity. Although such acoustical experiments could be of value, especially with younger children, it is difficult to imagine many music teachers having time for them. More space might have been devoted to activities focusing directly on the taped extracts, or further creative and composing activities, of which there are a few well-chosen examples for each instrumental family or topic. Wisely, the authors have ensured that all the answers to research questions can be found in the books, on the cassettes or on the wallcharts, the latter an accessible source of information for younger children as well as decoration for the classroom wall.

A quick calculation reveals that this compendious package is in no way poor value for money. One kit could serve a number of classes in a secon[illegible] ventive teacher might prefer the option of purchasing the individual items separately, although without the cassettes much of the kit's value would be lost.

Seiko Digital Keyboard, DS-202 (GM 050)
Price £350 + VAT
Seiko Sequencer, DS-320 (GM 052)
Seiko Synthesizer, DS-310 (GM 051)
Price £200 each + VAT
All available through E J Arnold.

The Seiko Digital Sound Sytem brings digital technology into the realms of at least some school budgets. Apart from a distinct [illegible] age offers educational establishments three important advantages over other electronic keyboards.

The first is the price: the keyboard itself is available for about £350 + VAT, compared to over £1,500 for the Yamaha DX-7. The sequence and synthesizer are designed as add-on units at just over £200 each. And herein lies the second advantage – the modular design allows for spreading of a financial load and for designated uses which can be specifically dedicated in terms of educational, performing or composing aims.

The third advantage is the strong educational element built into the synthesizer. Recent synthesizer models have rightly tended to emphasize minimum button pressing and maximum user-friendliness, bearing in mind the acute impatience of aspiring rock stars. Only the Roland Jupiter and Juno Series still retain a manual control layout which reflects the logic of synthesizer programming. Earlier, the now-superceded VCS-3 presented functions in modular form, leaving the user to select and make connections on a patch-pin board. This could be immensely instructive from a scientific or logical point of view, but reduced the instrument's immediate *musical* capacity almost to zero.

The DS-310 Synthesizer unit reintroduces an important element of instruction by providing a visual display with which to build the harmonic content or the envelope shape of a "voice". The operations themselves are very simple and could be learnt quickly by anyone used to video or computer games.

The Synthesizer unit clips on to the back of the keyboard, expanding its range of 10 existing pre-set sounds (mostly "orchestral" in character) by the addition of four synthesizer memory banks into which can be programmed a wide range of original sounds. Its chief disadvantages are the lack of a noise source or any means for ring modulation, thus eliminating all possible non-harmonic sounds.

Onto the other half of the keyboard clips the sequencer unit, which also includes a small visual display showing note pitches and values programmed into the unit on staff notation. It also has a digital memory input into which can be plugged a solid-state RAM cassette containing pre-recorded tunes or chord sequences. No indication of memory size is given, but four separate musical lines, plus a chord sequence, can be programmed in and there are facilities for repeating or looping sequences. Programming can be done stepwise or in real time from the keyboard.

The central unit, the DS-202 Keyboard, [illegible] selection of 10 instrumental sounds, five octaves (C to C), various chorus and echo effects and a choice of eight pre-set rhythms. In addition, there is a useful "keysplit" function which enables different sounds to be assigned to the upper and lower halves of the keyboard, or alternatively a "layering" effect of two pre-set or synthesized tones simultaneously. This operates without reduction of the keyboard's eight-note polyphonic facility. As with most pre-set organs, there is also a one-finger chord mode which expands into a bass/chord rhythm with the use of the rhythm unit. The keyboard sensibly contains two internal speakers for individual or small room work.

All in all, the Seiko package provides a flexible and broad set of alternatives for school or college music departments. And this is at a price considerably lower than present equivalent digital synthesis instruments.

Stringalong

The Symphony Orchestra
One chart 76 × 100 cm £3.90
Instruments of the Orchestra
Percussion, Brass, Woodwind, String
Eight charts in each pack at £3.90
Also prices + VAT
Pictorial Charts Educational Trust, 27 Kirchen Road, London W13 OUD.

Both the single large chart, "The Symphony Orchestra", and the eight packs of eight small charts on the instruments of the orchestra, which form part of PCET Charts' autumn collection, are old friends. Hardly a music room in the country has not got similar pictures on the walls.

These – particularly the photographs of the individual instruments – are beautifully clear and a tribute to modern colour photography. They are very "classically" orientated, with only the occasional nod at jazz and rock. This is a pity because the venerable instrumental "families" have to my mind been modified by post-classical practicalities, and these charts are surely wrong to pretend that, for instance, a piano is a percussion instrument or that the organ belongs in the wind family.

Gerald Haigh

notes

DEVELOPMENT SONGS
A new tape pack for use in discussion on a wide range of development issues has been produced by Returned Volunteer Action. The "Bill the Worm" pack consists of a cassette of 14 songs by Steve Spencer on such themes as world trade and the power of the multinationals, a song sheet with words and chord music, and a resources list giving details of further reading, games, films and teaching materials.
Price £3.50 plus postage and packing. Contact: RVA, 1 Amwell Street, London EC1R 1UL (tel: 01-278 0804).

RELIGIOUS EDUCATION
The Order of Christian Unity is offering schools a 60 per cent discount on audio-visual and video materials for use in Religious Education teaching.
The materials are provided by Trinity Video and can be ordered from a catalogue of over 100 items including filmstrips, cassettes, slide packs and videos. Subjects covered include alcohol, drugs, abortion and class prejudice as well as Old and New Testament studies.
Any school may apply for the subsidy scheme by writing on official school headed note-paper to the scheme administrator, Mrs Lynn Murdoch at Woodrake Cottage, Barley Mow Lane, Tottenhanger Green, St Albans, Herts AL4 0RP and enclosing a 9 x 6 inch sae.

FILM COSTUMES
A new competition has been launched, for British Film Year based on the forthcoming Davis/Panzer film "Highlander". School and art college students are asked to design outfits for the major characters in the film (played by Christopher Lambert, Clancy Brown and Sean Connery), using extracts from the production notes as their starting point.

HALLEY'S COMET
With Halley's Comet much in the news, teachers may be interested in the latest handbook published by the Federation of Astronomical Societies. It lists sources of supply of services and materials likely to be helpful to amateur astronomers and teachers of astronomy, and includes a useful section on places of interest for those planning visits to observatories and planetaria.
Price £2.75 inclusive of postage and packing. Available from Mrs R Naylor, 256 Bacup Road, Todmorden, Lancashire OL14 7HJ. Cheques should be made payable to "Federation of Astronomical Societies".

ETA CONFERENCE
The Educational Television Association is holding its Annual Conference at York University from April 7-16 1986. The conference will have a "high tech" theme this year, with sessions being planned on electronic publishing, interactive systems (with accounts of several videodiscs, teletaxi and wideband cable projects in education and training), the BBC "Domesday" project and a look to the future by Colin McCabe of the British Film Institute.
Further details from Pat Kelly, ETA, The King's Manor Exhibition Square, York, YO1 2EP (tel: 0904-29701).

Playalong

Playalong Songs
By Jane Sebba
Price £1.99
Pickwick

This is a two-cassette pack of 35 songs all written and composed by Jane Sebba. They are intended for the pre-school and infant age range, though many older children will enjoy them, and they are all catchy, rhythmical and embody simple educational messages.

I like the songs very much, and children will quickly identify with words such as "Oh my shoes are a pair of laces" and "I've got a wobbly tooth". Listening to the whole lot at one go is a bit wearing, like eating a big bowl of blancmange, but you would not normally do this; in any case the very repetitiveness which annoys the adult listener is both important and delightful to the four-year-old.

Anything at all which simultaneously eases the lot of the infant teacher and enriches her classroom work is to be welcomed, and at this price it would be foolish to pass up this bit of ready-made teacher assistance.

GH

Timetable Database
BBC (B)
£21.95 plus VAT
Cambridge Micro Software

For many years teachers responsible for producing school timetables have considered whether computers could do at least some of this task for them. There are programs running on mainframe computers which offer a complete timetable writing service but often these programs have not lived up to their initial promise and tend to be rather expensive. They have the additional disadvantage that, since all timetabling is a matter of balancing differing priorities, the timetabler has to admit in public what he regards as important and which principles he is prepared to sacrifice.

A more realistic request is for a computer to be used to store the details of the timetable once written, to check for silly mistakes such as a class being taught in two places at once, and to organize the printing of pupil, staff and room timetables. *Timetable Database* is an attempt to do at least some of this on a BBC micro.

The program is provided on a single sided dual format disc but comes with another disc of an example timetable. This is either on a 40 track disc or an 80 track disc and must be specified at the time of ordering. Hardware required is claimed to be a BBC (model B) fitted with Acorn 0.9 DFS and 1.0 or later operating system, a VDU (mono or colour), twin drives and a compatible printer capable of printing 132 characters per line. Econet may be fitted to the BBC but is not needed. There is considerable protection against piracy built in to the program and these demands need to be rigidly met. I found a printer, which is BBC compatible and capable of printing 132 character lines, would not work. I suspect that printers have to use Epsom control codes. Certainly the school's Epsom FX80+ worked with no problems. Luckily Cambridge University Press will supply the program "on approval" so that you can check whether it will run with your system before ordering.

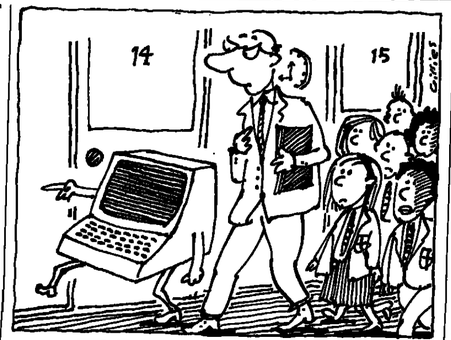
Entering your own data into the program is tedious but this is no fault of the program. Staff codes and names are first entered along with codes for classrooms available (all such codes are a maximum of three letters long). Then, for each teacher for each lesson the operator enters a three letter code for group taught, three letters for the subject and the room code. Checks are made that each group of pupils starts with a digit from 1 to 7 and that rooms entered exist on the original list of rooms. There is an easy to use editing facility should details need to be corrected later. As data is continually stored on disc as it is entered it is possible to switch off the computer and continue entering data at a later time.

Once all of the data has been entered a facility allows it to be printed as a "master timetable", that is by year groups. For each period of each day a list is produced for each teaching group. There is no specific check that two teachers have not been assigned to the same group but such clashes are easily spotted in the printout.

Other formats provided are for a list of room occupancy (here there is a check that two classes haven't been allocated the same room), staff deployment (for each period of each day a list of who teaches what in alphabetical order of staff) and individual staff timetables. All of these neatly tabulated in columns.

Two final routines allow for printouts by period of rooms free and staff free. Both of these are invaluable to the person in charge of arranging cover lessons and occasional room changes.

On the whole I found this to be a friendly and useful program. The manual is clear and easy to follow and the facilities provided are helpful and likely to save much time as well as producing an easy to read finished result. The cost is very reasonable at £24.50 incl VAT. My only complaint is that the piracy protection prevents the sort of tailoring that a competent computer studies teacher might be asked to do to make it more applicable to a particular school.



Right place, right time

by G Cluer

Letters

Dear Sir
We write in response to the review of MEP Low Attainers Project software that appeared in the *TES* Extra (October 25). The reviews of the Letters program and the Shops and Supermarket package seem fair, though rather brief. However we were dismayed and disappointed at what appears to be a superficial review of our Maker/User package. There are a number of points we would make in reply.

Maker/User is a content free program. As John Bald states in his review the main aim is to extend the use of descriptive vocabulary by encouraging pupils to create and use their own files. Nowhere is it claimed that Maker/User, on its own, will teach new vocabulary. However it would be surprising if, in the course of discussing how to describe objects, an exchange of vocabulary did not take place amongst pupils and with their teacher.

The example file "Ages of Man" was, as is stated in the documentation, created by 14-year-old pupils with learning difficulties. It is not meant to be "perfect" and users are encouraged to change the example files in any way they like. The pictures that are included in the support material are not intended to be the sole source of inspiration, merely to illustrate the example files.

We agree that more comprehensive documentation with extensive case studies and more examples of children's work might be beneficial. There is, however, a balance to be struck between the price of a package and the quantity of documentation and support material. We want our programs to be used as widely as possible and they are priced accordingly, well under the price of commercially produced work of a similar standard.

The use of the word "remedial" in the documentation is, we would agree, no longer appropriate.

The generation of ideas for programs and the development, trialling and production of support material is all done by teachers who are involved in the Low Attainers Project. It is a pity that John Bald could not do justice to their efforts by trying Maker/User with a group of children and reporting their reactions.

Finally we would point out a couple of errors and omissions. Both the Shops and Supermarket package, which includes four programs, and Maker/User come with a substantial pack of very good quality, copyright free, support material. Unfortunately Maker/User is only available for the BBC model B.

PHIL BENNINGTON and ANN MUXWORTHY
Co-ordinators
MEP Low Attainers Project
Wideopen Middle School
Newcastle-upon-Tyne.

DAVID KING
Manager, Special Needs Software Centre.

John Bald writes: *Maker/User has a limited and inflexible format and was poorly presented, particularly through the lifeless drawings in the "support materials". I would require much more convincing evidence of the benefits which can be derived from the program before I could use or recommend it.*

bits

10,000 PROGRAMS
10,000 education programs have been downloaded in the thirty days since Prestel Education launched its telesoftware service. One leading educational software publisher, which has a number of its programs available on the telesoftware service has also, say Prestel Education, received over 1,000 requests for its mailing list from educationists.

Software is available for the RML 380Z and BBC microcomputers and covers a range of applications.

Further information from Chris Knowles, Prestel Education, Telephone House, Temple Avenue, London EC4Y OHL.

LOGOTRON SPRITES
Logotron Sprite Logo has been accepted by the Department of Trade and Industry for inclusion in the new school software support scheme even though it is not technically software but a board. The scheme allows authorities to buy software up to a spending limit defined by the department. In the first year the DTI will meet the full costs, but in the following two years authorities will be required to match the DTI allocation.

By using the Logotron Sprite Board children can create their own computer animation scenes. Logotron Sprite LOGO, which includes the Logo ROM chip is available for £149.95, excluding VAT.

Logotron Ltd, Ryman House, 59 Markham Street, London SW3 4ND.

TALKING WORDWISE
An ingenious program that enables blind users of the BBC Micro with speech synthesisers to process words using Wordwise has been developed by Paul Blenkhorn at Birmingham University. By means of bleeps of different pitches, users can hear where they are on the screen. Talking Wordwise lets the user control the echo of individual characters, words and punctuation using a speech cursor that can move freely outside the text area – independently of the editing cursor. It will be available early in 1986.

Paul Blenkhorn can be contacted at RCEVH, Dept of Special Education, 59 Selly Wick Road, Birmingham B29 7JE.

Griddle & Matchplay
£15.50 double pack; £9.20 single
Clockwork Computing, 3 Headley Cottage, Spen Common Lane, Tadcaster, N. Yorks LS24 9NT
Walk
BBC (B); £7.50
Microelectronics Education Programme

I recently learned a new piece of jargon: ULP. It stands for Useful Little Program and it applies to these two programs. This is not to denigrate the software. They are not major packages, but any teacher in a primary school would be happy to have them available.

Walk, published by MEP for 7 to 10 year-olds, is related to activities using Big Trak and software like *Crash* from the Micro Primer pack or *Sheepdog* from Longman. The children walk around a familiar environment (such as a living room or garden) by creating programs of directional commands. It seeks to encourage a more logical approach to problem solving while inviting the child to look more closely *at everyday things.* "And it works very nicely. The way in which the children's programs are created and edited is well thought through and I especially liked the option to "see it more slowly" which even older children would find useful. The pack can lead on to other work and could form part of an introduction to LOGO.

Griddle and *Matchplay*, published by Clockwork Computing at £15.50 (double pack) and £9.20 (single), are games for early learners. *Griddle* deals with shape recognition and early counting skills. A grid of 4, 9, 16 or 36 boxes is displayed which "covers" a picture. By correctly matching shapes, or number of blocks to numeral, the picture is progressively revealed.

Matchplay is a variation on Kim's game, matching characters with their locations in a picture. Both programs employ graphics and are quite workmanlike, although it was surprising to be asked to check that SHIFT LOCK is off when this can be easily done in the software. The overall effect is colourful and quite jolly. Good fun for young children without being exceptional.

The pricing and presentation of these two packs captures in a nutshell the current problems of the educational software market. The minimum cost of creating and distributing a piece of educational software is around £10,000. The open market cannot support this level of initial cost. Why? Look at these two packs. Clockwork Computing is a small outfit struggling to sell unsubscribed ULP software in direct competition with MEP and l.e.a producers. MEP is a government organization which absorbs the real costs of producing ULP software and sells it at subsidized prices. And they have a network of contacts to distribute and advertise it at a low cost. Hence Clockwork's pack is twice the price of the MEP material dispite their being of about equal worth to teachers. Even large commercial publishers are pulling out of software because of this problem.

Hopefully, the new DTI software scheme will help combat this problem. If things don't change, with the demise of MEP the l.e.a.s will have to fund all software production; and development of new ideas will almost grind to a halt because of the costs involved. If that happens, we won't have any major packages at all. Just ULPs.

In praise of ULPs

by Tony Gray

Protein Structure and Enzyme Activity
M F Chaplin and T J King
£22.80 (excluding VAT)
IRL Press Ltd, PO Box 1, Eynsham, Oxford OX8 1JJ

The program Protein Structure and Enzyme Activity is one of the new Bioscience series published by IRL Press in association with the Biochemical Society. It essentially provides a self study pack for sixth formers and first year undergraduates on the chemical structure of proteins and their properties and leads on to the way enzymes function. As a whole the pack tends to be a mixture of different styles and approaches and includes build-up diagrams and graphs, presented mainly as "page turning" exercises, space invader type animations with accompanying sound effects and multi choice question answer sequences. The different parts of the program can be accessed directly from a menu so there is no predetermined order of use.

The structure and properties of amino acids are dealt with as a series of drawings and textual explanations under the control of the space bar. In a similar way the formation of protein chains and their properties and the three dimensional structure of proteins are described in some detail. The sequences provide interesting visual displays but offers little more than a good text book and considerably less than user controlled video sequences which could deal with three dimensional structure much more effectively than a computer screen. However, the material provides an alternative approach, a revision exercise or additional display material.

The structure and activity of enzymes is described using multicoloured space invader style icons to represent the enzymes and substrates (the sound effects can be switched off).

The various factors affecting enzyme activity, temperature; pH; substrate concentration, enzyme concentration and inhibitors are dealt with in separate similar sections. Introductory text and a graph describe how each factor affects the enzyme activity. The user is then able to select values for the particular factor under consideration and interrogate the program. This is followed in each case by a simulation, an animation sequence for which the user can again modify the particular factor and see the effect pictorially.

A final simulation of enzyme activity allows the values of any of the factors to be set to find out the best combination of conditions set and do give a reasonable visual explanation of what is happening. Nine multichoice questions in the last section cover points raised through the program and the choice of returning to specific parts if required.

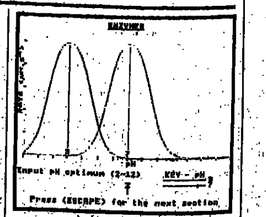
The program is designed to be very easy to use: ESCAPE and SPACE BAR are mainly the only controls required. The screen displays, however, although adequate are rather outdated in appearance and sometimes slow in response. The combination of styles adopted moreover seem somewhat inconsistent with the level of detail and conceptual understanding inherent in the biological content of the material. In many respects the question sequences although useful for younger students seem inappropriate at higher levels and not very compatible with other parts of the program.

The software is accompanied by students' notes which replicate much of the information on protein structure presented on the screen but provide some additional instructions on the use of the pictorial simulations. The teachers' guide gives the answers to the multichoice questions.

The program is available for the BBC microcomputer and can, according to the notes, run on Econet, although this was not tested. Backup copies and additional students' notes can be purchased separately.

Protein properties

by Sophie McCormick



In Trust – Houses and Heritage
C4.
Dec 10
6.00–7.00pm

Why do visitors flock to country houses? Nostalgia for the more stable societies of the past or dreams of ownership? Perhaps the pleasure of coming across the unexpected, a piece of kitchen equipment or bedroom furniture that evokes an earlier way of life. *In Trust*, apparently, set out to explore the question and ends by doing something quite different. Like a tourist who gives a cursory sniff at the collection of 18th-century china before settling down to tea in the herb garden restaurant, Robert Robinson sweeps us up the extensive drive to Castle Drogo in a natty straw hat, ignoring the Lutyen architecture in favour of a cosy chat with the present incumbent. This is the grandson of Julius Drewe, who spent the proceeds of the bacon counters at Home and Colonial Stores on erecting this monstrosity on Dartmoor. Well, perhaps more a mammoth production, a twentieth-century folly, with the appeal of a Hollywood studio lot.

The grandson has some harsh words for the Venetian glass crated home from Julius' honeymoon and exhibited in, emphatically, "*not* Lutyens' best room". Building Castle Drogo was, surely, the most pleasant part of the dream, though one young visitor, as its medieval defences went up, is said to have remarked that Mr Drewe must have had a lot of enemies. His grandson, saddled with this pile, could well be one of them.

Emerging from the castle, Robert Robinson interrogates a couple of the other guests (who, presumably, are not invited to smash grandfather's Venetian goblets). One admits to being "rather jealous", another wonders if she would really want to own the place. But Robinson seems keener to get into the grounds past hedges "that dare you to walk up the steps to the croquet lawns . . . like packing cases waiting to be opened". I didn't see it, myself, but Castle Drogo incites such fanciful notions.

What Robinson discovers are the occupiers, not the visitors. Heirs, like Drewe of Castle Drogo or Sir Richard Acland who, converted by reading J M Keynes, gave Killerton away to the National Trust, together with an estate liberally scattered across the countryside between the English and Bristol Channels. Or Compton Castle, where the Gilberts, "monkeys in the zoo", eat tea under the admiring gaze of the paying public, most of whom probably do find the inhabitants more stimulating than the buildings. An exhibition of aristocrats, dining like French Kings before their admiring court, could hardly fail.

The most endearing of these National Trust tenants is American architect Robert Parsons. He has devoted his life to restoring Newark Park, a Tudor hunting lodge much interfered with by subsequent generations whose respect for authenticity fell short of ours. He found the house in an appalling state and "felt sorry for it". The reasons for living in National Trust properties, the programme suggests, may be as varied as the reasons for viewing them.

● **Picture: Robert Robinson with Anthony Drew at Castle Drogo**

In trust

by Robin Buss

Successful study

by Richard Evans

SCHOOL RADIO
Help Yourself To Study Skills
BBC Radio 4 VHF/FM
Thur 5 and Fri 6 December '85
Repeated in the spring for further education colleges 00.30–01.10
Repeated next year
Teacher's notes (£1.00) from Graham Tayar
BBC School Radio 1, Portland Place
London W1A 1AA

Homework, revision, skimming a book and note-taking are just some of the study skills covered in this new four-part series aimed at upper secondary and FE/HE students. Many post-16 students, whether at A level, pre-vocational or degree/diploma level, teachers and lecturers will find each twenty minute programme of particular help in the teaching and acquisition of study skills and the actual planning of work before examinations and other forms of assessment.

The programmes can be used by students on their own, but the series' strength is that the programmes are short enough for use in a class or seminar group with the possibility of discussion afterwards on the strategies and merits of the study skills included. Individuals can work through the programmes at their own pace. What is good about the series' general approach is that it progresses at a brisk pace, is clear in its use of language and is realistic in assumptions about what young people want. Of course the ways of planning a revision timetable are important. Students also want to hear other students saying why they work better at night or in the morning, with or without music, or how they organize the writing of an essay and whether they leave it to the last moment. These are real concerns and the programmes reflect them.

Each programme has two parts linked to helpful teacher's notes and suggestions for follow-up activities. "Getting Started" – considers the transition from directed teaching to the more usual post-16 practice of giving students free periods and more control over creating the conditions for their own learning. Programme Two – "Resources and Reading" – looks at how to use resources outside school such as museums, libraries and local businesses, and at how to use books. Programme Three – "Writing" – raises key questions on note-taking and essay-writing. Programme Four – "Organisation, Revision and Exams" – speaks for itself. A good series, which would work best as one element of several in a general study skills course.

Canal journey

by David Self

On the Cut
BBC Local Radio.

Anyone embarking on our canals by way of a classroom project (or featuring them as part of a history, geography or social studies course) would do well to listen out for *On the Cut*. This new 10-part radio documentary series reflects the life, work and trade of our first national transport system.

It has been made by Arthur Wood, education producer at BBC Radio Stoke, who claims to have been fascinated by canals since the age of two. When he was recently required by the BBC to work in London, he travelled down on his own narrow boat, moored it at Camden Lock and so solved his accommodation problem.

However, *On the Cut* dispels any romantic image the canals may have acquired of late and illustrates instead the hardships endured by the navvies, carriers, gangers and lock keepers to whom the canals were a way of life. The historical aspect of the discrepancy between north and south also becomes apparent, as do the engineering innovations resulting from the need to overcome various geographical features of our landscape.

The series is now being broadcast on Sundays on BBC Radio WM. In the new year it can be heard on Radios Bedfordshire, Cambridgeshire, Devon, Lancashire, Newcastle, Northampton, Nottingham, Oxford, Shropshire and Stoke.

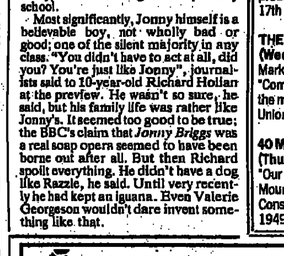
Teachers might like to note incidentally that many BBC local radio stations possess tape archives which are available for school use. In particular, such facilities are available at Radios Bristol, Newcastle and Sussex. BBC Radio Cumbria has prepared a catalogue of tapes on the 2–300 topics most often requested by schools. According to education producer Nigel Holmes, it features programmes on "environmental studies in the broadest sense", and includes subjects such as transport, power, local customs, fairs, water and the sea.

BBC Radio Merseyside also publishes a catalogue of the tapes it has available for use by schools. Among the 200 topics listed is the station's own series on inland waterways, *Discovering Canals*. The catalogue is available from the education producer at BBC Radio Merseyside, 55 Paradise Street, Liverpool L1 3BP, for the cost of a large sae. Tapes can be borrowed and copied free of charge.

Mini-soap?

by Hugh David

CHILDREN'S TELEVISION
Jonny Briggs
BBC-1, Monday, 4.45pm; Tuesday 4.15pm.



Jonny Briggs played by Richard Hollan

The week the BBC announced details of *Jonny Briggs* was the week when, after less than a year, *EastEnders* dislodged *Coronation Street* from both first and second places in the BARB ratings. Soaps were in and the joy unconfined in the BBC press office. Some of it seeped out in the publicity handout. *Jonny Briggs* was "a mini-soap for mini-viewers", it announced.

It really isn't, despite the fact that the series has been scripted by Valerie Georgeson, one of the regular team of *EastEnders* writers. It is a twice-weekly, 15-minute serial for five to eight-year-olds, and none the worse for that.

Based on Joan Eadington's very popular stories (highly successful when programmes take a wryly sympathetic look at the life of young Jonny in an unnamed northern town. At home he is the lowest of the low, the one who has to have his Cornflakes dry because our Albert, our Humphrey and our Rita have taken all the milk. His only friend is Razzle, the family mongrel.

In his light, bright, post-Plowden primary school he is the one who has old applecores in his book tray. He is not picked on by Miss Broom, the harrassed class teacher, but he can't get away with much because Jinny and Josie, the terrible twins at the next table, are watching his every move.

It is all very low key. Although each episode ends with a sort of cliff-hanger they are not of the *EastEnders* kind. Young Jonny is much more concerned with the fate of the school rabbit than with the everyday story of burglary, murder and unplanned pregnancy with which the proper soaps concern themselves. Because of this, the series has a considerable realism. The Briggs home looks like a family house. Jonny's school (though rather quieter than many) is a real, recognizable primary school.

Most significantly, Jonny himself is a believable boy, not wholly bad or good; one of the silent majority in any class. "You didn't have to act at all, did you? You're just like Jonny", journalists said to 10-year-old Richard Hollan at the preview. He wasn't so sure, he said, but his family life was rather like Jonny's. It seemed too good to be true; the BBC's claim that *Jonny Briggs* was a real soap opera seemed to have been borne out after all. But then Richard spoilt everything. He didn't have a dog like Razzle, he said. Until very recently he had kept an iguana. Even Valerie Georgeson wouldn't dare invent something like that.

briefings

radio & tv

For schools

LISTENING TO MUSIC
(Monday–Friday, 11.00 VHF4)
This series for 11 to 13-year-olds uses a magazine format to explore the creative process and the approach of modern performers to works by Rossini, Mozart, Mendelssohn, Saint-Saëns and Tchaikovsky.

ENCORE UNE ÉTAPE
(Monday–Friday, 11.40 VHF4)
Further graded objectives resource material for use with secondary pupils and older students. Worksheets are in the teacher's notes and a wide variety of topics include: speaking your mind, getting things done, staying alive and getting together.

DEUTCHES MAGAZIN
(Monday–Friday, 14.00 VHF6)
A new series for those about to take O level or CSE. Each magazine programme features one exam-related subject laced with a good deal of music.

BOOKS, PLAYS, POEMS
(Monday–Friday, 14.30 VHF4)
A selection of short stories set by three examining boards. Presented in dramatized form are Conrad's "The Secret Sharer", Lawrence's "Odour of Chrysanthemums", Green's "The Destructors', Thurber's "The Secret Life of Walter Mitty", Hemingway's "Indian camp" and Steinbeck's "The Raid".

Continuing education and general interest

THE WRITING ON THE WALL
(Sunday, 21.15 C4)
'Leave it to Jim' is the penultimate programme in this series in which Robert Kee charts his way through the changes in British politics in the 70s. Here he assesses what Callaghan achieved and the consequences of his defeat both for the country and the Labour Party.

BRINGING UP PARENTS
(Sunday, 22.15 R4)
The Greenwich Young People's Theatre got together 24 young people to create and perform a play. The result made in conjunction with West German Radio is a documentary where the young people talk frankly about their home lives, parents and their first dramatic work experience.

GREAT EXPERIMENTS
(Tuesday, 17.35 BBC2)
Professor Heinz Wolff considers the problems of navigation in the 16th and 17th centuries.

THE MAKING OF COMRADES
(Wednesday, 19.30 BBC2)
Mark Frankland, adviser for "Comrades", explains the background to the making of this series about the Soviet Union.

40 MINUTES
(Thursday, 21.30 BBC2)
"Our Man in Shanghai" follows Trevor Mound as he re-opens the British Consulate in the Chinese city closed in 1949.

4
Titles Available For Recording From Sunday 8th December 1985
Approximate Transmission Times.

Sunday 8th December
1.00pm Tongues Of Fire: Penn Level *Fre Code D*
Monday 9th December
2.00pm FOB's *Fre Code B*
3.15pm The Business Programme *Fre Code F*
9.15pm The Writing on the Wall: Lives it to Jim *Fre Code C*
Tuesday 10th December
3.40pm Years Ahead *Fre Code B*
Wednesday 11th December
6.50pm Looking Into Paintings *Fre Code C*
8.30pm Diverse Reports *Fre Code B*
Thursday 12th December
11.00pm Tongues Of Fire: Penn Level *Fre Code D*
Friday 13th December
7.30pm Right to Reply *Fre Code A*
8.00pm A Week In Politics *Fre Code B*
Saturday 14th December
7.30pm The Planets *Fre Code C*
For more information contact:
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(0733) 315814
Late Changes (0733) 312152 (0430)

END PAGE

Jacob and Wilhelm

An exhibition of British editions of the Grimm Brothers' tales is now open at the British Library. Brian Alderson, who compiled it, explains the underlying purpose.

"The Brothers Grimm" are so often talked of as a single entity that one may be forgiven for thinking of them as monstrous Siamese twins in gaiters and cravats. In fact, they were not twins, although their birth-dates were so close as to give something of the same effect and they were inseparable for most of their long and laborious working lives.

Jacob was born on January 4, 1785, and Wilhelm on February 24, 1786, which dates have given rise – in Germany anyway – to some elaborate bicentenary celebrations. Tours through "the Grimm country" have been on offer (most English readers will imagine dark coaches rattling through even darker forests). Commemorative works have been published – not least a handsome pictorial biography by Gabriele Seitz, *Die Brüder Grimm* (Winkler Verlag), and a paperback edition of the great German dictionary in 33 volumes (DTV). Exhibitions have been criss-crossing the country from Berlin to Cassel to Hanau to Marburg. (The publishers Weber & Weidemeyer have even had the bright idea of issuing the catalogues for the three major exhibitions as a boxed set. For a modest 95DM you can get a quite remarkable series of studies of the life and political activity of Jacob and Wilhelm, together with an excellent introduction to the work of one of their lesser-known siblings, the artist Ludwig Emil).

It is understandable that much of the excitement should be confined to Germany, since the Grimms' prodigious energy and scholarship was largely devoted to developing a strong humanist base for the pursuit of Germanic studies. On the other hand, they are figures of world renown through their activity as the collectors and editors of folktales and it is a little surprising that the world has not done more to recognize its debt to them during this bicentenary year. The famous *Kinder- und Hausmärchen*, which were first published in 1812 have been translated, at a conservative count, into 40 languages, but I haven't been able to discover much excitement over the fact among us foreign beneficiaries – although this may be a backhanded, complimentary acknowledgment that "Grimms' Fairy Tales" are so much a part of the landscape that their begetters have disappeared into the undergrowth (except, of course, for the teasing peculiarity of their name).

It is worth recalling, however, that in Britain we can claim something of a "special relationship" to the Grimms and their tales. We played a small part in the early history of the enterprise and we have long fostered a sympathy for the cranky business of folklore, which they almost invented. It was therefore a timely gesture of the British Library to devote part of their exhibitions programme this autumn to a small display that shows the reception and the later treatment of the Grimm stories in this country.

In planning the exhibition for the Library I had two main purposes in mind. The first of these was to note the interconnecting links between the Grimms and British scholarship at the time when the *Tales* were first being published. (These links are best exemplified by a copy of the first German edition, presented by Jacob Grimm to Walter Scott, and lodged in his library at Abbotsford; but several other exhibits show how far the *first English* translation, made by Edgar Taylor in 1823 and illustrated with etchings by George Cruikshank, inspired the Grimms towards publishing the first illustrated edition for German children.)

My second purpose was to show what happened to the tales in England once people got accustomed to this quite new phenomenon of a large published collection of near-authentic popular stories. On the one hand this gave me a chance to discuss the very under-researched subject of the history of translation – for many of the editions and chains of editions of the Grimm stories are quite dreadful misrepresentations of their originals. On the other hand it gave me a chance to show the *varying ways in which the tales* have been treated by booksellers, especially illustrators. (I have been able to measure up to Cruikshank (or to Ludwig Emil Grimm, for that matter) but, as the publishing of Grimm has accelerated into an industrial process, the varying editions provide a fascinating vista of the differing techniques and the differing interpretive approaches in the picturing of fairy tales.

The exhibition is not large enough to explore any of these topics in great depth, but I hope that it will cause some who look at it to ponder over what folktales are and what is the relationship between how *we* see them and how we allow translators and artists to do the seeing for us. I hope too that it will amount to an acknowledgment – however modest and belated – of our debt to a pair of majestic scholars.

The exhibition is open till January 26 and is accompanied by a leaflet of Exhibition Notes for visitors.

Above: 'Storytale Wife', an etching by Ludwig Emil Grimm from the second German edition of the tales, 1819.

Crossover

Keith McCulloch on the academic value of the history of science

The Classics of Science. A study of Twelve Enduring Scientific Works. By Derek Gjertsen.
Lilian Barber Press £20 and £12.95. 0 936508 09 4.

John Thorn, the retiring head master of Winchester, in an important article in *Time and Tide*, recently put once more the case for a core curriculum in sixth forms which would constitute a shared, liberal education. What subject or subjects (he asked) are fit to queen it over the frightened remains of the curriculum? Once the obvious choice was Classics; but then once Classicists knew English literature as well as they knew Latin and Greek, whereas now they have become specialists and therefore Philistines. In the end he plumped for a combination of English and history of science.

One does not have to share Thorn's enthusiasm for the ideal of a liberal education to see the merits of history of science as a sixth form subject. It is at the very least a "crossover" subject which straddles the divide between what it used to be fashionable to call the "two cultures"; so long as boys and girls elect to study exclusively science or exclusively arts A levels (or are forced to by the exigencies of the timetable), we ought to try to do something to bridge the gap between them; most sixth formers are in any case forced to attend General Studies classes of one kind or another, and history of science might be more valuable than some of the other subjects on offer.

On the whole arts students have a stronger and sharper conception of the historical and cultural processes which have landed us up where we are than do science students; but on the other hand, they know little or nothing of an aspect of human endeavour which has been at least as significant as art and culture.

Scientists, for their part, are all too inclined to take the laws and theories they learn for granted (after all, the syllabus is stretching enough without expanding it unnecessarily); they ought at least to be more sceptical (as study of science's past errors tends to make one), and there is a persuasive view which suggests that fully to understand a concept is to grasp its history, so that without the history of science their understanding even of science as it stands today can only be partial.

In spite of all this, history of science does not seem to be a very popular option. The University of Cambridge Local Examinations Syndicate has for the last few years offered an A0 in the subject, and the number of candidates has hovered around 100. The syllabus is rather frighteningly broad, covering the philosophy and social relations of science, the scientific revolution, and a number of special topics. No one book covers the whole ground, so that it could be used as a textbook, but Derek Gjertsen's *The Classics of Science* would certainly be a very useful book to have on one's shelf.

In theory he is particularly concerned with the notion of a classic of science, in the sense of a text which has achieved a classic status, so he considers only the one text by each of his 12 scientists (regrettable in the case of Galileo, perhaps, but tending to greater clarity elsewhere), and gives prominence to its publishing history. (He is especially good on the way Euclid, in one of his many editions, dominated the teaching of mathematics in Britain in the 19th century.)

In practice, though, he does much more, giving the background to the composition of his text (more than usually interesting in the case of Newton, of course), expounding its doctrines with unusual force and clarity (very necessary in the case of Ptolemy), and considering in some detail later developments (post-Euclidean geometries, for example). All in all, in his slightly dull but clear and unpretentious way, Gjertsen says about as much as one could hope to know about Hippocrates, Euclid, Ptolemy, Copernicus, Versalius, Galileo, Harvey, Newton, Linnaeus, Dalton, Lyell and Darwin in a single volume. Perhaps it could be a text book after all.

I and I vibrations

Victoria Neumark eavesdrops on a conference about the future of English

"What do they know of English who only English know?" asked Richard Allsopp, bending Kipling to question *The Future of the English Language in the Commonwealth* at a recent conference, sponsored by the English Speaking Union at the Commonwealth Institute. Dr Allsopp, the first person to present the study of a Caribbean Creole in his MA at University College London and unquestionably the star of the conference, was eloquent in protesting the current diffusion of English as world commercial language on the one hand and endlessly divergent means of local expression on the other, as not only an inevitable consequence of its historical spread and adaptable structure but also a desirable product for the many cultures who cross-fertilize its richness. Dr Allsopp is master-minding his Caribbean Lexicography Project to take account of the flexibility of Creole, though himself a wizard with the international variety.

Other speakers, such as Braj Kachru of the University of Illinois, with his definitions of "inner" – and "outer-circle" speakers and his plea for boundary-crossing for both linguistic groups, were keen to devalue no linguistic community – this was, after all, the Commonwealth Institute. But there was a strong rear-guard traditionalist movement, most quaintly voiced by the lady from the English Speaking Union who demanded to know if the panel thought "we were winning the battle", and more trenchantly by Professor John Honey who upheld strict adherence to standards as the passport to linguistic competence even for regional users of Creole, pidgin, Ocker, and so on. And the final guest speaker, His Excellency the High Commissioner for Mauritius, revived the cat of grammar and flung it among the gathered pigeons of "orature" rather than literature, "nation language" before cultural imperialism, and poetry, in general, before prose precision.

In fact, as in most such arguments, the debate about standards and validity of dialects was only skin-deep. All the speakers, if pressed, even the heavily academic and jargonized Christopher Candlin, professor of linguistics at Lancaster University, or the pragmatic David Liston from the Department of Trade, seemed to agree that an international standard would be needed for international transactions and that regional variations had their place in the domestic and self-expressive sphere. As Neville Grant freelance textbook writer, pointed out, the notion of "code-switching" could synthesize all points of view. But being torn, as the poet Derek Walcott has written "between this Africa and the English that I love" is a political and social dilemma as well as a linguistic one, and if the speakers were briefed to pass over these dimensions, there was no lack of speakers from the floor to point them out. Again, it was Dr Allsopp who put his finger on the nub of it in quoting Paulo Freire, "How can I dialogue if I start from the premise that, reading the world is the prerogative of the elite?" However, Dr Allsopp, unlike many of his white supporters, did not pass by the questions of the political dimensions of language and control of language into confrontation but upheld the growing support of the Rastafari movement in the West Indies as a new fusion of African and English linguistic modes with a smiling "I and I vibration, yeah, positive!"

Next to these suppressed passions, the disputes over language teaching seemed tame. John Sinclair, professor of linguistics at Birmingham University, startled and annoyed quite a few teachers by dismissing their classroom practice as no more than "a loose consensus of hunches", based on "bright ideas with a few examples" rather than currently linguistic theories. Professor Sinclair's insistence on analysing masses of text via computer appeared sketchy when his own example using "second" did not throw up "never gave it a second thought" as well as "had second thoughts" and he himself proved unyielding to the suggestion of its inclusion. What texts *was* he using? No answer was forthcoming, and despite his claim to make all his results available to teachers, it appeared he exemplified the malaise he deplored, of linguists turning in to their own preoccupations, when he complained that teachers never sought his material out. These did seem to be a general cynicism among language teachers about linguistics. They felt that their training and classroom experience was all biased in favour of whatever worked from day to day, whatever was useful at the moment with that particular class, group who had sprung into class as if were out of the blue.

Likewise the BBC, whose English by Radio and Television was presented by Barry Tomalin and Joe Hambrook, proceeded to make its programmes by guess and by God (and minimal feedback) and could not disentangle whether the huge popularity of for instance, *Follow Me*, in China, was due to the programme-makers' percipience or to the sheer demand for that type of product. English language teaching, after all, is among one of the great service industries of the modern world. So when the Rev Stanley Nyahwa of Radio Netherlands Training talked of stimulating local involvement in the media he painted a picture of communities caught between multinational cultural imperialism on the one hand, whether from BBC or *Dallas*, and the fear of their own governments of genuine local participation. Back the debate had swung to power, and the might of the pen – or microphone.

The literature of the Commonwealth, lovingly catalogued by Dr Alastair Niven (currently at the Association of Commonwealth Universities), and its manifold varieties of English usage, examined by the conference in a number of syndicate workshops, seem proof, at any rate, that even if the many "outer circle" speakers may feel "disnomis deep in artery and marrow" in the words of Edward Brathwaite's poem, yet they are contributing to the immense flexibility and variety that began in the melting of Anglo-Saxon under French which has made the English language today not merely the most convenient tool for ordering aircraft parts but also tongue for Rastas and Maoris, poets and politicians.

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Nursery Education

Headships

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Spencer House, Ship Lane, Redcliffe, Bristol BS1 6RR
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Group 4.
S.A.E. for application form/further details from, Area Education Officer, Red Alliance House, 41 Wote Street, Basingstoke, Hants. RG21 1LU.
Closing Date for receipt of completed applications 18th December 1985. 110010

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BORDON COUNTY JUNIOR SCHOOL
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Primary School Education

Headships

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See Derbyshire Gazette, current post reference 5CO/1285/85 (S/B/150 Year 1985-86). (S3543) 110010

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Group 3
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SURREY STREET PRIMARY SCHOOL
Surrey Street, Luton LU1 3BZ
FROM APRIL 1986
Group 3
Estimated number on roll: 150 children aged 5 - 11 years.
Application forms and further details for both these posts from the Chief Education Officer, County Hall, Bedford. Closing Date: 13th December 1985. (S3585) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
WESTFIELD LOWER SCHOOL
Cotton End Road, Wilstead, Bedford MK45 3BX
Group 3
Required from April 1986.
Estimated number on roll: April 1986: 109 children aged 5 - 9.
Application form and further details from the Chief Education Officer, County Hall, Bedford. (S3586) 110010

EXTRA

GEOGRAPHY

Once more on to the bridge

Nick Baker surveys aims and attitudes after Sir Keith Joseph's address to the GA

"Geography is indeed in some ways a bridge between the humanities and the sciences", Sir Keith Joseph told the Geographical Association in June of this year. He went on to say that the "cross-fertilizing activity is one of geography's main contributions and one which *it alone* can make" (my italics).

These two statements, from a Secretary of State who is keeping a reforming eye on the curriculum, were enough to make most geographers' hearts sing. The fact that he had agreed to address the Association at all was regarded by many as some kind of endorsement.

However, there was much, much more to the speech, and a close examination of the full text had leading geographers of all characters agreeing that the speech was calculatedly vague. A well briefed Sir Keith demonstrated a familiarity with some of the specific concerns of today's geography, but took the opportunity to grind some instantly recognizable axes, political and economic. And above all, geographers are slightly worried by the sort of axe that might chop geography up and feed it to the rest of the curriculum, as it were. For in an answer to a question after the speech, Sir Keith made it clear that geography would have to justify its place on the core curriculum.

This is where problems start to arise. On the face of it, the prospect of the subject's imminent demise seems unlikely. After all, its place in the subject "hit parade" seems secure. It is the eighth most popular single honours degree in Britain, the ninth most popular A level and the fifth favourite O level. Its attractiveness to employers as a discipline that sensibly combines scientific and humanitarian judgement would seem to ensure its survival. Geographers become retail managers and accountants as well as surveyors and town planners.

Inevitably, geography has tended to reflect the times in which it has been studied. But while the red bits in the atlas diminished in number, the subject remained doggedly fact oriented. If we no longer had an Empire to define, we could still be factual about Britain. Even the post-war discovery method explosion and the "new" scientific geography, replete with systems, models and mathematics, hoo-ooed the fact – and the way of getting to the fact – above all else.

A major turning point, in the 1970s, was marked by the raising of the school leaving age. "Relevance" became a rallying cry and the Schools Council backed development projects – GYSL, Geography 14–18 and later Geography 16–19 – emphasized problem-solving and process skills rather than those of factual describing and learning by rote. Pupils were encouraged to explore their own areas, create course work based case studies, and were even allowed to take atlases into some examinations.

So far, so good, one might say. Geography, appropriately enough, seemed to have a sense of its own direction and a part to play in the approaching 1980s. After all, wasn't it a geographer who coined the "graphicacy" neologism in *The TES*?

However, in 1982, the subject suffered a shock. GYSL, for so long regarded as the jewel in the Schools Council's crown, was criticized in a report it had itself commissioned. GYSL, and many other teaching materials, were found to be racist. The arguments (against the background of a dying Schools Council) were impressive and simple. Texts tended to present black people – in Britain and the third world – as "problems".

At around the same time, certain academics were arguing that some of the changes that were taking place in geography in higher education should be taken on board in the secondary classroom. Essentially, these changes steered geography away from the quantification methods of the "new geography" towards an even "newer" geography more concerned with sociology, economics and politics. This "newest" geography, better known as radical geography, was to be tough mindedly anti-racist (as opposed to liberally multicultural) doggedly relevant, and unashamedly political in character. Inevitably, it was characterized by some as "left wing" and by others as "indoctrination".

There are, however, radicals and radicals in the educational geography community. What they have in common is a belief that a politically neutral geography education is impossible, and that problems should be dealt with at their roots. What they differ about is how that should be achieved. Some, true to the idea that the component parts of a radical geography are more closely aligned to the social sciences, argue that geography as a subject to be studied up to the age of 16 could be replaced by an integrated social studies or humanities course, involving history as well. Others say that this sort of integration is impossible while teachers' own academic backgrounds are specialist. Most radical geographers see the "new vocationalism" of TVEI and CPVE as undesirable because it appears to them to be angled towards social control, whereas in their eyes a truly radical geography is a politically democratizing agent. At the same time, there is the feeling that geographers can have a valuable role within the new vocationalism, because their background can help in giving pupils the social, economic and political awareness needed to understand it.

In other words, the new radicalism is having its own debates, and isn't entirely dogmatic or doctrinal, despite the fact that one leading radical characterizes geography teachers' role as "helping pupils to understand the social and environmental contradictions of a society based on greed rather than need" and another says that geography, as well as being immutably anti-racist and anti-sexist "should be committed to the erosion of inequalities based on social class." Perhaps a better way to characterize radical geography would be to look at the curriculum content it favours. There's an evident emphasis on the study of the third world and inner city decline. Some might see it as the geography of the oppressed.

The reaction of the geography "establishment" to some of these ideas has been far from hostile. They've been seen as a vitalizing spice (which has irritated those radicals who believe that unless you abandon traditional methods and approaches completely you're still supporting political stasis).

And, Sir Keith's reaction? If his speech to the Geographical Association is anything to go by, he perceives, like Desdemona, a divided duty. On one hand, his duty to academic rigour leads him to agree that geography is "in many ways a political subject . . . and also a value laden subject." In the question and answer session after his speech, he also said that there are "no limits" to the opinions which might be properly expressed in the geography classroom.

On the other hand, Sir Keith's own political duty became fairly evident in reference to over simplification, and those who see complex issues as "more or less inevitably determined by some supposed environmental, political or historical law" – a fairly clear warning shot across the bows of radicalism. There was more than a dash of Conservative thinking in the way examples were chosen – "The contrast between the relative success of farmers in the United States and the Soviet Union" and "current rapid developments in China" in particular.

Elsewhere, though, there was this calculated vagueness dealt with earlier. When he talks of teachers advancing explanations "based not on physical but on economic determinism" it is unclear whether he means market forces or Marxism.

There was one area, though, where Sir Keith was crystal clear on the subject of economics. Well briefed on developments in geography, he talked about the value of fieldwork for the new GCSE, the role of micro technology and the need for increased advisory back-up in the area of geography as it appears in the primary curriculum. After all, if the subject is going to be so wide ranging and challenging at secondary level, there is a need for a thorough grounding pre-11, and at the moment there's a shortage of up-to date-primary geography specialists.

So not surprisingly, Sir Keith was asked a question on financial cutbacks and not surprisingly Sir Keith retreated behind the familiar lines of efficient use of available funds and the scope for merging and closing schools.

In other words, while Sir Keith is prepared to acknowledge and even to an extent defend "the bridge between the humanities and the sciences" it appears that he's unwilling to pay for what most geographers see as essential maintenance.

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EXTRA

Can *you* justify geography?

by Nigel Proctor

Have you recently been, or are you shortly going, to an interview for a geography post? The head might challenge you to justify your subject: "Look, I have a very real timetable problem. All my staff demand extra time for their subjects, yet I have to introduce personal and social education, vocational studies and computer studies. Can you tell me why I should retain all the geography periods on the timetable? – because something has to go!"

Put down the *Times Ed.* for a few minutes and think out your short, snappy and convincing argument. Actually, you may already have done this in the recent staff debate leading up to the preparation of your school curriculum statement. You will recall that the DES in Circular 6/81 instructed schools and local authorities to "develop their curricula, setting out in writing the aims which they pursue through the organization of the curriculum and teaching programmes" by October 1983. This statement will undoubtedly be the first evidence considered by HMI inspectors in any forthcoming inspection of your school. Even if the statement is already prepared, and you are happy with the "geography" rationale, you cannot be complacent, since Circular 8/83 clearly states that the Secretary of State "regards the process of implementing Circular 6/81 as a continuing one" and that "he will inquire in due course about subsequent developments." For instance, he requires a "whole curriculum" approach, providing "breadth, balance, differentiation and relevance" – and geography also has to meet these requirements.

This brings us back to the lead question: "Can you justify geography?" If, as the headteacher says, "something has to go" you will have to argue that geography is at least as important as certain other subjects, because the head may not be prepared to reduce the time spent on the DES "core" subjects English, mathematics, science, modern languages, RE and PE. The only crumb of comfort is that the DES states that the curriculum

humanities": but when it comes down to naming subjects, we all know Sir Keith's personal preference – and if you don't, your colleagues in the history department will be only too pleased to enlighten you. The fact that 16-plus geography is third or fourth in numbers of candidates for CSE/GCE/examinations (with equivalent standing in university admission figures) is irrelevant to the primary school head or the secondary head planning the curriculum for the lower school. You could organize your argument around *educational objectives* – conceptual knowledge, skills and attitudes – as is done so effectively in the geography paper in the HMI series of *Curriculum 11–16* subject statements. But for discussion purposes, a more concise view can be built around the simplest possible meaning of the word "geography" as "the description of the earth".

The geo- of geography

One of only six basic aims of schools recognized by the DES in *The School Curriculum* is "to help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations". Again, the Warnock Report advocated a curriculum for children with special needs which included essential knowledge "about the world in which they are growing up". Arguably these aims can best be achieved through geography, with studies at different scales – local, regional, national and global. But adopting these aims would mean that geographical study could never be restricted to conceptual knowledge and understanding of theoretical spatial patterns, processes and linkages. We are also expected to teach that the earth, despite problems such as overpopulation, over-exploitation and pollution, is still "wonderful" or, more descriptively, "full of wonder". Paterson (*Geography*, Vol. 64, 1979) suggested that "in our preoccupation with strict empirical thought and method, we have short-changed several generations of students by giving them the model rather than the reality . . . Let us welcome anything which will increase that opportunity to wonder, and to weep, over the world of man". We are part of a multicultural, world society and geographers have a duty to open a window onto some crucial, contentious global issues; the new radical and humanistic approaches help us to focus our minds on this new perspective and challenge.

The graph- of geography

Many ways are used by geographers to describe, analyze and communicate information about the world; quantification allowed us to bring greater precision to studies which had relied too long on the written and spoken word. But geography should still stress the graphic means of communication referred to as "graphicacy". As Balchin in his presidential address to the Geographical Association (1972) stated: "The simple fact is that without spatial documents – landscape drawings, ground photographs, air photographs, maps, plans and diagrams – geography would not be geography and our appreciation and understanding of geographical problems would be seriously impoverished".

Graphicacy is not only important to geography. It plays a vital part in the education of all children, since it is a basic communication skill, representating one of the prerequisites for learning alongside literacy, oracy and numeracy. In a new psychology book, endorsed by Jerome Bruner, entitled *Frames of mind : the theory of multiple intelligences* (Heinemann), Howard Gardner states that there are three other intelligencies, in addition to the over-emphasized verbal and logical-mathematical intelligences, which could be used to help children in activities across the curriculum. One of these is a spatial intelligence, intrinsically linked with graphicacy, and geographers have a responsibility to develop these skills and abilities in all children.

The integration in geography

Geography is more broadly based than any other subject since it provides a wide coverage of three of the essential elements of the curriculum: science (particularly earth science and ecology), humanities (including a whole range of perspectives from anthropology to demography and sociology), and mathematics, (including topology and simple techniques such as sampling and correlation). Inter-disciplinary programmes rarely offer this range of applied studies since they normally comprise groupings of "like" subjects, such as humanities, or creative arts.

Secondly, geography represents a discipline, with all the educational benefits that term implies, such as a sequential structure for developing skills – particularly in mapwork and fieldwork – together with an accepted and established purpose and rationale. The discipline derives from restricting the parameters of the subject to a spatial dimension and perspective, comparable with history's temporal focus. Children quickly recognize and appreciate this focus.

Some will undoubtedly maintain that the argument advanced here is superficial, omitting major aspects of our work. What about, for instance, Pattinson's four traditions in geography – the spatial, area-studies, Man-land and earth-science traditions – and the relative merits of the subject's various paradigms? I would suggest that these are "in-house" arguments, and not particularly useful in general discussion with non-specialists. Others will feel that insufficient emphasis is placed on the value of the local area – that "geography is relevant and interesting because it is all around us". However, while still convinced of the value of local studies, I still recall one in-service session in which I was stressing their use – "from the known to the unknown" – when one teacher from an inner city clearance area indicated that the last thing his pupils wanted to study was the local area and its immediate problems; they were far more interested in exotic worlds such as the Amazon Basin and preferred studying other people's problems. Finally some teachers will want to stress the cross-curricular benefits derived from a study of geography – "it is so useful in developing children's language and numeracy skills"; the problem here is that so many other subjects also provide these opportunities so the argument cannot really strengthen geography's case.

I see the three parts of my argument, built around the simplest meaning of "geo-graphy", as representing unique properties of the subject which justify its place on the curriculum. Geographers have witnessed enormous changes involving new insights, approaches, ideas and techniques, but the majority have retained a sincere belief in the inherent value of their subject and in the contribution it makes to children's education. This enthusiasm has characterized the subject throughout this century and will doubtless be a feature of its continued progress into the 21st century.

Nigel Proctor is a senior lecturer at Didsbury School of Education, Manchester Polytechnic.

User friendly

John Greenless on using computers in geography with slow learners

The difficulties involved in teaching basic mapwork skills to pupils with learning difficulties present a particular problem for geography teachers. Map symbols, grid references, direction and scale are all crucial basic skills and concepts that should, in theory, be mastered by all pupils but in reality are never fully grasped by slow learners. Recently-produced computer programs now provide a long-waited solution.

Computer-assisted learning techniques are now being adopted by some geography teachers as an integral aid in teaching basic mapwork. The great advantage of the computer is that it can provide the time and patience for a slow learner that teachers, facing large mixed-ability classes, cannot always afford to give to an individual pupil. Simple "User Friendly" programs provide easy-to-follow instructions requiring the pupils to type in short responses which instantly appear on the computer's monitor. If a mistake is made then the computer will show the correct answer and, in some cases, how this answer was obtained.

A good example is "Mapping Skills", one of the Dudley Programs. This program gets the pupil to locate features using four-figure grid references. If an incorrect answer is tapped in then the computer will display the correct answer and the correct way to read the co-ordinates. Once four-figure grid references have been mastered the pupil can advance to more difficult exercises involving six-figure grid references.

In addition to providing steady and patient assistance, a computer exercise also provides the slow learner with much needed confidence. My own experience of using computers with slow learners is that the pupils depart from the lesson feeling pleased at having mastered a difficult concept and at having successfully operated a machine as complicated-looking as a computer. No longer is there no alternative to providing slow learners with remedial worksheets and books which often embarrass the youngsters in front of their peer group. One parent told me that their son came home thrilled at having used a computer in the geography class and asked advice on a suitable machine for the family to buy.

The animation, colour and sound of computer programs all combine to produce exercises which instantly capture the pupil's imagination, gaining their interest in a particular task that has to be done. Moreover, pupils work at their own pace, not needing to worry about keeping up with the rest of the class. Imaginative computer programs also lengthen the characteristically short attention-span of pupils with learning difficulties.

"The Yacht Race" is an excellent program for use with pupils experiencing difficulty in understanding the concepts of direction and scale. The "game" requires the pupil to steer a yacht around a simple course. Directions have to be established and a correct distance set. Wrong judgement will cause the yacht to hit the bank, producing a loud crashing sound. After two or three goes at this exercise there is usually visible indication that the pupil's navigational skills have improved. The repeated need to look at the compass and scale of the map soon produces a greater awareness of the functions of these elements of a map.

The task of map-reading often founders on the need to get pupils to read and understand contour patterns. "Hill Railway" is a program from Schools Council Geography in which the pupil has to mastermind the construction of a railway, taking into account the slope of the land. The pupils soon learn which contour patterns indicate flat land and which contour patterns indicate gradients too steep for railway construction. The learner can then advance to "Contours", another Dudley Program, which shows a wide variety of features as they appear on a contour map and, also, as they appear three-dimensionally and in cross-section. Hills, valleys, escarpments, etc. are soon recognized by pupils when they return to conventional maps.

Once the basic map skills have been mastered pupils can go on to use programs which combine all the skills they have gained. "The Forest", for example, simulates an orienteering competition showing how the map relates to the real world. "Car Journey" provides a route-planning exercise and helps the pupils to understand all the variants involved in making a long-distance road journey.

It is a mistake to believe that all pupils fully understand what maps actually are. To slow learners maps are simply masses of colours, lines and names with little or no conceptual meaning. The best way to teach pupils what maps actually are is to get them to draw a map of, for example, their classroom. The ZX Spectrum has a program called "Paintbox" which allows pupils to draw their maps on to the screen of a computer. Map-drawing exercises can also be carried out by using a tracer; this allows maps to be "traced" from an atlas on to the computer-screen.

The great thing about many of these programs is that they are fun to do as well as being extremely helpful in teaching difficult mapwork skills to pupils with learning difficulties. Many programs have various skill-levels so that they can provide exercises that tax pupils of all abilities.

Computers undoubtedly have a lot to offer the geography teacher. Machines are continually becoming less-expensive to buy and several good computers are now cheap enough for a department to buy through its annual requisition. The considerable benefits of having a computer in the classroom easily outbalance the costs.

More information about the programs mentioned can be obtained from the publishers, as follows: "Mapping Skills" "Contours" and "Car Journey" (the Dudley Programs) from Five Ways Software; "Hill Railway" from Longman Micro Software; "The Forest" from Chipps Associates; "The Yacht Race" from Cambridge University Press.

John Greenless teaches at Westwood Secondary School, Glasgow.

Fact as well as fiction

Storyline Geography series. By Audrey Daly and Ian Morrison. Book 1, 0 05 003680 7. Book 2 0 05 003681 5. £2.40 each. Book 3, 0 05 003682 3. Book 4, 0 05 003683 1. £2.50 each. Oliver and Boyd.

As the name indicates, this is a series in which the serious geographical content of each book is carried forward through the medium of the story rather than in the structure implicit in most textbook constructs. "Using fact as well as fiction", and taking geographical themes as a starting point, this collection of stories provides ideal material for "reading for information" as well as extension reading.

In each book a tabulation at the back provides an analysis of each chapter under Places/Zones and under Themes and Processes (eg towns, population, natural resources, historical geography, etc). Thus in Book 1, the story "Hame, Laddie!", which is fact rather than fiction, is classified under History, Local Geography, Animals and Food Supply and/or Farming, because it describes the way in which live animals were once driven to market.

"Chinese New Year", on the other hand, features Tao and Wei Poun in China – but the language is that of Janet and John. Exactly why it should be classified as Cross-Cultural is unclear, since no other culture is featured, only that of China.

Librarians will be interested in buying these attractive little books with their eclectic subject matter and excellent colour pictures, but they will probably have a more limited appeal in the classroom. The vocabulary and sentence structure for Books 1 and 2 suggest a reading level of about nine years – an estimate supported by sample readability testing. Books 3 and 4 appear to be designed for a slightly higher ability range. They can certainly be used as general readers but whether they can further the cause and appeal of geography in the primary school remains to be seen.

Philip Sauvain

EXTRA

Urbs et Rure

The GA Annual Conference, 1–3 April 1986 (King's College, London)

For many GA members, the forthcoming conference promises to be even more action-packed than last, with the main themes being highly topical and focusing on curriculum change and urban and rural social problems.

The first day at the Royal Geographical Society includes the World-wise finals, the AGM and the tripartite lecture. On Wednesday 2nd April the conference switches to King's College for the main programme and features workshops and symposia on value teaching, geography and industry, curriculum developments at 5 to 16 and 16 to 19. Other sessions centre on the topical issues of geography and the media and a discussion of safety in field work. Lectures on that day concentrate on rural topics with Ian Mercer (Dartmoor national park officer), Marion Shoard (author of *Theft of the Countryside*) and Richard Munton (of green belt fame).

The following day, Thursday 3rd April, offers workshops including simulation games in environmental education, TVEI and the Domesday Project. A whole session is devoted to an in-depth workshop on GCSE. Lectures on that day focus on urban issues and include David Hall (RTPI) on inner city planning, David Herbert on urban social problems and the Macmillan lecture given by David Blunkett, leader of Sheffield City Council, on the future of urban government. An international flavour is provided by Bob Bradnock's talk on urban planning in the Third World and by Caroline Moser's film, *People of the Barrio*, on slum dwellers in Guayiquil, Ecuador, followed by a discussion with the maker.

Other attractions include the largest exhibition of geography books and teaching resources in the country, an auction of maps, a special reception for new members, field excursions to London docklands and the Hammersmith urban studies centre and, of course, the president's reception.

Further details in the conference programme and from : David Green, Dept of Geography, King's College, Strand, London WC2R 2LS.

Pedagogical bookshelf

Geographical Education for a Multi-Cultural Society. Edited by Rex Walford.
The Geographical Association. £3.75. £2.50 to GA members 0 90039589 3.
Weather Education. Edited by J. M. Walker
Royal Meteorological Society 0 948090 00 6.
Teaching Slow Learners through Geography. Edited by Graham Corney and Eleanor Rawling.
The Geographical Association. £5.95. £3.95 to GA members 0 90039593 1.
Geography, Schools and Industry. Edited by Graham Corney.
The Geographical Association. £7.95. £4.95 to GA members 0 90039591 5.
The Geographer at Work. By Peter Gould.
Routledge and Kegan Paul. £8.95 0 7102 0494 9.

The most original of these books for the pedagogical bookshelf is Peter Gould's absorbing, if idiosyncratic, study, *The Geographer at Work*. Not that it has been written for teachers. Far from it. Geography has changed. Professor Gould wants to tell the world all about it.

His aim has been to bring "the exciting story of contemporary geography to a much wider audience". Most geographers would agree that "It is difficult to think of any field that is so alive, so full of potential, so capable of engaging many of the important problems that face the human family in its planetary home".

Yet most non-geographers are unaware of its scope, techniques and methodology. For far too many, geography is about maps; to be contemptuously dismissed as a Second Division subject, ripe for relegation and lacking the glamorous prestige of the First Division. How many prestigious geographers have you seen recently on television?

This is an ideal book to place in the hands of the good A level student who thinks he/she might like to read geography at university – or, possibly, the headteacher or CEO who would like to know more about the "new geography" of models, concepts and statistics. Some concession will have to be made for the transatlantic exuberance and the extravagances of style. But I, for one, can only admire an academic who can describe the wealthy professional people who "live up to 150 kilometres from downtown New York, and use a train, a chauffeur-driven limousine or a helicopter to get there each day. I personally think they are crazy, but you have to admit that the friction of distance is pretty low for them." Now that's the way to put over a concept!

All the other books are compilations with contributions from a range of educationists. *Geographical Education for a Multi-Cultural Society* consists of a large number of useful appendices (checklist, bibliography, resource list, etc.) prefaced by a relatively short report which summarises the recommendations of the working party, set up by the Geographical Association to study the issues raised by this crucial and ever-topical debate.

Rightly they place as their opening thesis the reminder that "It is unhelpful and inadequate to make a response because I don't have any black/Irish/Muslim, etc . . . pupils in my school". This book is helpful and adequate and should do much to offer constructive advice and encouragement to all geographers who wish to play their distinctive part "in educating for life in multi-cultural Britain".

Teaching Slow Learners through Geography offers specific help to those faced with yet another thorny problem in school and one affecting a significant number of pupils. This, too, may not be your problem, but the ideas in this book must surely be of value to all involved in the teaching of geography, since a variety of contributors have filled the book with descriptions of classroom-tested teaching strategies, learning activities and skills development with slow learners.

Geography, Schools and Industry reviews some of the general aspects of this subject and shows "that there is considerable potential for geography teachers to contribute". The contributors to this book do this by providing examples of good current practice, both in secondary schools and in higher education. The various papers include "An Industrialist's Viewpoint", the effects on a geography teacher of a year's secondment in the gas industry, industrial fieldwork and specific classroom learning situations.

Lastly the weather. *Weather Education* is wide-ranging in its scope, with topics ranging from "The Rainbow in the Classroom of the Primary School" (from a Dutch contributor) to "Mid-Latitude Bias in the Teaching of African Climatology". This last is by a Durham geographer, who confesses that "teaching for the first time in the southern hemisphere, I had to call on the students to remind me that movement around a low was clockwise".

This is an illuminating and readable compendium, reflecting a range of different experiences and styles, from the relatively pedantic to the exotic: "We in a sky-alive and weather-aware population will indeed do plenty about the weather."

Refreshingly, the contributions do not require expert meterological knowledge to understand their content or their import and I urge all those, who have hitherto been bored out of their skull by the subject, to take a fresh look and read this challenging and lively appraisal of weather education in the 1980s.

Philip Sauvain

Physical geography – the essential foundation

by Patrick Bailey

It was fashionable – and it seemed very proper – in the schools of the 1970s for geographers to stress the relevance of their subject to the "real world". Increasingly, however, this "real world" was understood to mean only the social, economic, mainly urban environment which formed the experience of most children in the so-called developed countries. GYSL, arguably the most successful and innovative of all geography curriculum projects, took up this exclusively human view of relevance and gave teachers the ideas and materials needed to develop it with the under-16 secondary age-groups.

Some influential school textbooks, such as the *Oxford Geography Project* series (Rolfe *et al*, 1974) did the same. Meanwhile in the universities, most of the major developments in geography were being made in the human rather than in the physical field, leading many academic geographers to dismiss physical geography as of no importance in the future development of the subject. Today, what has happened seems to place undue emphasis upon human geography and threatens to stifle the further development of this subject, especially as a medium of general education. It is impossible to avoid including man's relationships with and dependence upon the natural world in any definition of relevance.

A decade ago, little of the geography which was taught in schools seemed to have direct relevance to the lives of pupils and their parents; it dealt mainly with topics that were interesting but distant from everyday experience. It was therefore reasonable to [illegible] their subject more relevant by [illegible] the teaching of human geography. Moreover, when viewing the world from the vantage point of developed countries such as Britain or the USA, it seemed as though the physical basis of geography was becoming less and less important anyway. Detailed field investigations showed time and again that man's relations with his various natural environments were always indirect, even in the case of the so-called "simple" societies; it was tempting to think that, for the world's advanced economies, there were no longer any significant relations at all. The principal environment of Britain, which lives by trade, seemed to be world markets rather than any particular set of physical conditions.

Taken to extremes, or over-simplified for teaching purposes, this human emphasis came to imply an arrogantly man-centred world view. It suggested that the natural world was no longer

"...Some of the most useful species are threatened with extinction by over-fishing."

important because man had gained, or was about to gain, control over it. Often it was represented as a hardly visible, neutral arena in which man carried on an ever-widening array of commercial activities, backed by an advancing technology which would eventually solve all his outstanding problems.

[illegible] world to be dangerously wrong. The natural world has shown a marked disinclination to be controlled. Technology, once described by Max Frisch as the knack of so arranging the world that we don't have to experience it, has failed to solve many urgent environmental problems, such as how to overcome the effects of drought, or to avoid pollution of the oceans. Attempts to improve the natural environment to man's advantage have sometimes failed, or else they have produced results very different from those intended. As early as the 1950s, the fiasco of the Tanganyika groundnuts scheme gave warning of what would happen to development projects if local conditions were not properly understood. Since then, development projects have produced many such fiascos and undesirable side-effects. We understand better than ever before how to conserve and develop fish stocks; yet these stocks are being depleted and some of the most useful species are threatened with extinction by over-fishing. Such a list can be extended indefinitely and suggests that man's control over the natural world is a myth.

Events and developments such as these have caused geographers to look again at their subject and to realize that human geography cannot ignore the conditions of the natural world. Geography today needs to teach that mankind is still dependent to a considerable degree upon the natural world, and that the well-being of that world in turn depends upon the wisdom or otherwise of mankind's actions. In the 1980s geographers have therefore to devise courses at every level from junior school to university, which make this message clear.

To do this, they have to see physical and human geography as parts of a whole. Man lives in a world where physical, economic, social, political and other conditions exist together and, because links between the physical and human aspects of geography are made apparent through process studies, they need also to develop such [illegible] branches of geography. For example, the introduction of "miracle" rice varieties to smallholders in parts of Asia would appear at first sight to be a mainly technical exercise in environmental improvement, taking advantage of possibilities offered by nature. In fact there is more than a suggestion that it is also part of a political and economic process designed by those in power to squeeze out smallholders and strengthen the hands of large landowners.

continued

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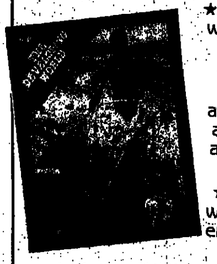

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Physical geography
continued

Once we accept an interactionist view of studies previously considered separate, it becomes possible to view physical geography as the study of the natural life support systems upon which mankind depends. These systems are the atmosphere, the oceans, the earth's mantle of soils and its "ecosphere" of plants, animals, insects and other living forms. Each system exists in a state of delicate balance with the others. Each consists of a bewildering assemblage of processes which either work to maintain the status quo or to bring about change, usually in response to changes outside the system.

Process studies emphasize that the world's natural systems are inter-dependent. Intervention in any one of them is bound to produce effects on others. When the vegetation cover of a continent, a parish or even a back garden is changed, that area's flora, fauna, climate, hydrology and the composition, quality and perhaps the amount of its soils are also affected. The building of a town will generate a winter heat-island; and its roofs and streets will cause instant rainfall run off into drains and streams, probably causing floods elsewhere in the drainage basin.

Some human interventions are deliberate, others are accidental, or at least unforeseen. It is arguable that the most significant and potentially damaging interventions are those which are unintended, because they may not even be noticed until their unfortunate results appear. For example, our use of fossil fuels may even now be changing the balance of gases in the earth's atmosphere and so raising its surface temperature. We do not know whether this is so or not, nor do we have much idea what the consequences of such a rise might be. Meanwhile we continue to burn fossil fuels because it makes good economic sense to do so, given our national and world economic systems. Other consequences are ignored.

Because processes are so vitally important in the real world, a modern course in school geography needs to be built upon studies of processes. This demands a change in approach rather than different content, so that processes are put at the front of our explanations. For example, coastal studies will begin with an attempt to analyse the processes that are likely to be at work in the zone of interaction between sea and land, given that winds produce waves and that waves erode, transport and deposit materials. Having established the effects of these processes, it is possible to predict their significance for man's uses of coasts and estuaries and to look at examples.

Studies of earth-surface processes lead inexorably to a deeper understanding of the earth's uniqueness. It alone in the solar system, and as far as we know in the universe, is capable of supporting life. It is a logical step therefore to add perspective to a process-based course in school geography by including some comparative work on conditions on other planets. The abundant illustrative materials now available which show what conditions are like on the surface of the moon are especially useful because they bring out the profound consequences for mankind of the earth's having an atmosphere and water.

Physical geography is an integral part of the world we inhabit and therefore it has to form an integral part of school courses about that world. As we revise our courses, we have to avoid trying to insert "physical" units into courses which remain mainly social and economic in their content and orientation. To do this would merely perpetuate the obstinate division of the subject which we wish to remove. What we now have to do is to find ways of bringing the physical and human aspects of our subject together so that we produce courses for our pupils in geography.

Patrick Bailey is President of the Geographical Association

Process not product

Is it time to launch a new humanities initiative? ask David Hume and John Watson

So much rhetoric has appeared recently from high places that earlier tracts are forgotten and what is said becomes lost. *A View of the Curriculum* at one point emphasized the difficulties of learning through a series of unrelated "subjects". It also underlined the need to reconsider the nature of learning by using subjects as means not ends in themselves, concentrating on understanding. If the value of discrete subjects is being questioned, why then are HMI producing subject-centred booklets and subject associations fighting for separate existence?

Many humanities teachers are developing a humanities curriculum on the basis of the needs of young people in a rapidly changing society where subjects are only a means to an end. Other teachers, understandably afraid of losing their subject territory, experience and status over a distinctive body of knowledge, have engaged in trench warfare. They, along with the subject associations, have dug themselves in to an area which is irrelevant to the lives of young people today. Why should youngsters be forced-fed on a diet which doesn't help them understand the world they experience?

What is presented here is not an argument for abolishing subjects. The conventional academic disciplines known as humanities should come together in order to help students to a critical understanding of society and an ability to make balanced judgements. Can something be achieved therefore by organizing the humanities curriculum not around disciplines but around human issues? Content, concepts and skills could be drawn from many subject areas. The key element would be "relevance" – not necessarily to a body of knowledge per se, but as to how issues are to be understood and handled.

At issues-based humanities curriculum should be centrally concerned with child enquiry. This involves striking a balance between teacher-initiated questions and (often undervalued) pupil questions. However, answers are less important than the activities adopted to find solutions. "Correct" answers are not always available anyway, and speculation is desirable before making judgements.

An enquiry approach would seize opportunities for encouraging pupil questions, speculation on alternatives and decisions on evidence, following the implications of different answers and relating these to children's experience. Another approach, co-operative learning – working on group tasks, adopting specific contributions, making corporate decisions, evaluating each other's work – can be used within a tightly defined subject area and, more valuably when pupils can follow their own perceived information needs.

Both approaches alter teachers' *modus operandi*. Facilitating and guiding occupy more teacher time than prescribing, controlling and talking. There is still a place for instruction, but didacticism can too easily produce passive learning, and by now we should know that children learn more effectively and enjoyably by taking responsibility and initiative.

Active learning means activity, and for children of all ages this is best achieved when physical activity accompanies cognition. The "environment" is often held up as essential in humanities schemes, yet often we argue it can only be an occasional exercise. Organizing a scheme which identifies *experience* as the focal point for the development of skills, knowledge, values and concepts, and plans those experiences to concentrate on issues, is a demanding task, given the need to consider progression, differentiation, logistics, etc. It is highly desirable because it places what the pupils actually *do*, not learn, or understand, at the very heart of planning. It is strategy, not structure, which must concern us, and that means process, not product.

In this, however, teachers' and pupils' interests and needs as well as contemporary events, must combine for the selection of key issues for exploration. These will depend on the school's location, the lives and experiences of students and teachers and current events. As the humanities programme unfolds there would be an emphasis on methods of collecting and questioning evidence, discussing controversial matters, developing an awareness of human, social and global problems, considering values and exploring community issues. The emphasis would be on the development of conceptual structures arising from issues explored through the learner's experience and that would vary for every student.

As prescribing what the issues are would defeat the thesis of this article, an actual example of the approach in action would illuminate the central idea.

"In Year 4 the students spend four weeks in small groups role playing family units. Teachers provide the basic information about approximately 20 families. Each family unit is given a 'wild card' describing something that affects their stability. The students discuss their situation with a visitor experienced in the area of decision-making. Usually the visitors are parents, grandparents or neighbours who have encountered similar circumstances themselves. In the third week, representatives are invited from the Citizens' Advice Bureau, the bank or building society, marriage guidance, DHSS, the local clergy, etc. At least 15 guests are involved. They establish themselves centrally and then, in role, the students take their plight to them. Finally experiences are considered and shared".

This role play is trying to use the student's personal experience to illustrate and develop wider social considerations. "Real" knowledge is thus generated through a process-orientated activity. The experience reaches the very heart of learning. If this is a worthwhile educational approach then it must be debatable whether isolated subjects and therefore isolated specialists can really educate young people for a perplexing and changing world.

Where, then, do we go from here? It is tempting to throw up our hands in exasperation and hide behind the wall of what we know best. After all, integrated humanities schemes have come and gone with fashion. The unhappiest amalgams were those which used content as the mixing medium. The best have gone beyond this to active, enquiry-based learning. Clearer roles for subjects are sought in our primary schools, but the real challenge is meshing those into good enquiry work across the humanities and other areas of experience. Where middle schools exist, integrated and co-operative schemes are more popular. However, with the humanities struggling for recognition in the "core" curriculum, subjects may well see their routes to survival as specialisms in the years below 14, as well as becoming components of modular courses (TVEI, CPVE and the like) – while maintaining some hold as academic exam subjects at GCSE, A/S and A level.

A future for the kind of humanities argued for here can best be achieved through:

1 i.e.a. in-service programmes,
2 support from HMIs – can we expect a discussion document on cross-curricular studies?
3 the recognition by the DES that children's social and environmental education should be a national priority as vital to society's future as science and technology,
4 the work of committed teachers – always the final ingredient in curriculum development.

It is on this last note that we would like to invite interested teachers to contact us. Is it time to launch a new humanities initiative? Can teachers from a variety of subject specialisms work together to produce a practical, affective, enquiry-based humanities project? If you are interested, please contact the authors with some indication of your views and the context in which you are working.

David Hume is adviser for humanities, Northumberland, and John Watson is adviser for social studies, Sunderland.

Able with the less able

by Hollyfield School Humanities Support Group

Wouldn't it be nice if you could put into practice the recommendations that others so readily put into print? Here are some guidelines for the traditionally difficult task of motivating less able pupils:

1 Be unpredictable – trade on the unexpected
2 Be amusing – but not patronizing
3 Be controversial – but not one sided
4 Be detached – adolescents appreciate adult cynicism
5 Be open ended – encourage problem-solving and experiment, sudden changes of direction
6 Be visual – use striking, stimulating illustration
7 Be practical – give direct instructions and set simple straightforward tasks
8 Be readable – ensure that reading and language levels are suitable but never stilted
9 Be real – capitalize on adolescent experiences, never assume they share your specialist subject interest.

The main problem is finding school textbooks which meet these guidelines. Most books have readability levels far in excess of the reading ages of less able pupils, but maturity levels beneath them. The pages are littered with boys in short trousers and girls in stereotyped sexist roles. There is an overall tone of parental control and veiled authority. What is needed is material which will capture secondary school pupil interest but assumes a reading age of only eight years.

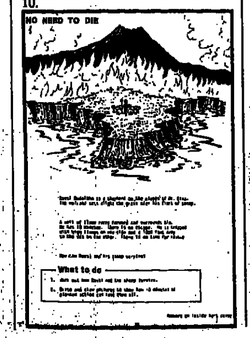
The Hollyfield School, Surbiton, Surrey Humanities Support Group of geography, special skills and art teachers has tried to solve this problem. The illustrations show some examples of our lesson material.

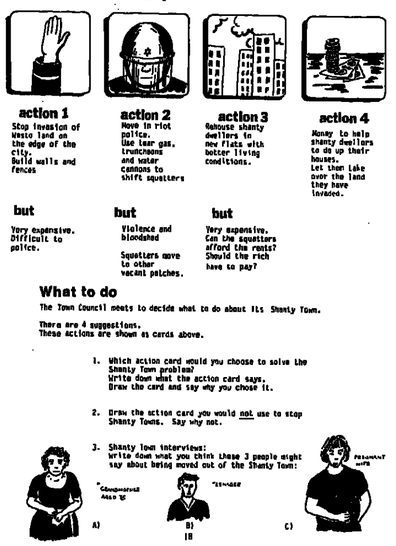
The exercise on Rossi and the sheep (see below) is specifically designed to encourage open-ended discussion. The problem is an analogue of a classic geographic issue: "How do we make the best use of diminishing resources of space and time in order to survive?". This concerns both location and our response to the environment. The problem teases even the slowest and least motivated. There is no escape from deep thinking.

As the class struggles to work out how Rossi and the sheep survive, it is good fun to introduce new evidence in the form of dropped hints. When the class discovers that Rossi smokes, has a box of matches and a bottle of wine, their questioning redoubles in intensity. "How useful are the matches?", "Does the wind change and save him?", "Does it rain and put the fire out?".

Such simulation illustrates how new data can alter circumstances and results.

These exercises form part of the "Altered Image" three-year course for less able pupils. Available from Mary Glasgow Publications, Brookhampton Lane, Kineton, Warwick CV35 0JB, at £1.75 per book, available in packs of 10.





In "Play Your Cards Right" a complex problem is simply presented. The pupils are asked to choose between clear options with an opportunity of "for and against" type arguments. "Should the shanty town dwellers be moved by force?" "Do the poor have a right to housing?" "Where will they go if they're moved?"

Fieldwork in Wales

Iola Smith visits the Glamorgan Heritage Coast

180 million years ago South Wales lay at the bottom of a shallow sea near the equator. Traces of that period, including fossil remains of curled shell ammonites and the rare fish lizard Ichthyosaur can still be found in Glamorgan's limestone coastal cliffs. Fossils, however, aren't the only attraction. The area is rich in a range of other geological and geographical features and has the advantage of compressing formulations as diverse as dry valleys and storm beaches into a mere fourteen-mile stretch of coastline.

Therefore it's not surprising that over a 100 pupils a week – some from as far as south-east England – visit the Glamorgan Heritage Coast every week. And in order to cater for their needs, the four coast-owning councils have established a Resource and Information centre at Dunraven. Wardens from this centre offer talks, courses and guided walks free of charge to school parties of all ages in addition to unlimited use of the centre's library and conference rooms. Teachers' notes, pamphlets and packs of slides and photos illustrating the coastline's features are provided and self-catering accommodation is available.

The Heritage Centre also offers a rare opportunity for physically handicapped pupils to attend a field course. Both the Centre and most of the walks and nature trails have been adapted to accommodate wheelchairs.

Guided walks for geography students include a visit to Nash Point, as the countryside here illustrates numerous geographical formations. For example, erosion, a wide valley created during the ice age and the changing course of a meandering river are clearly visible. Less obvious, perhaps, are the dry valley and the terracette ridges which run along the sloping hillsides. But most important of all is the cliff face with its alternating layers of shale and limestone. These cliffs are unstable, however, because both rain and the sea attack the shale and cause the limestone layers to collapse.

As such limestone rock falls are common along the Glamorgan coastline, it is an area with numerous textbook-like examples of storm beaches. Best known of these is Leys Beach. Waves have eroded the rocks down to pebbles at the cliff feet, where they provide a useful defence against further cliff deterioration. The Heritage Coast also illustrates how geology can contribute to the development of local industry, for a neighbouring cement works depends on the cliffs for its rock raw material.

From the beach at Nash Point, pupils can see the treacherous Bristol Channel sandbanks, and to prevent ships from running aground, a lighthouse has been constructed. (Afternoon visits can usually be arranged for interested youngsters.) Details of the channel tides are also available.

Guided beach walks usually include a visit to some of the local caves. As well as illustrating rock formations and mineral deposits, they betray the region's pirate history. For pupils interested in archaeology, the sites of Celtic cliff top hill forts are worth exploring.

Towards the Heritage Coast's western fringes lies the 600 acre Merthyr Mawr Warren – the second largest sand dune system in Europe. Plants are finding it difficult to colonize the unstable dunes, but species such as marram grass survive largely because of their ability to withstand being buried by sand.

The Glamorgan Heritage Coast offers pupils an opportunity to combine a geographical field trip with a study of the area's natural history. Rare wild plants including orchids and the flowering herbs marjoram and basil grow on the sand dunes, while wooded valley flowers such as bluebells and campions can be found along Nash Point's nature trail.

The cliffs are home to vast gull colonies – over 300 can usually be seen at one time – and the coastline is one of the few places in Britain where rare butterflies such as the Blue and migratory species like the African Painted Lady are found. Animals, too inhabit the area; foxes, rabbits and lizards can occasionally be glimpsed.

Schools wishing to undertake a guided walk or visit the Resource Centre can do so by contacting a warden (tel. 0656 880157) at the Centre. Parties of up to 40 pupils are welcome, and on average three schools groups a week visit the area.

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Progress in graphicacy

by David Boardman

Twenty years ago, on November 5 1965, a new word was introduced into the English language when *The Times Educational Supplement* published an influential article, "Graphicacy should be the fourth ace in the pack". Its authors, Professor W G V Balchin and Dr Alice Coleman, proposed the word "graphicacy" to describe the communication of spatial information that cannot be conveyed adequately by means of words or numbers alone.

They argued that education should prepare pupils to become literate, numerate, articulate and graphicate. The word graphicacy steadily gained support, particularly among geographers, in spite of the fact that some had difficulty in pronouncing it (the stress is on the first syllable, as in literacy and numeracy).

Graphicacy embraces all forms of diagrammatic representation used to communicate spatial relationships, as in the plan of a town, the pattern of relief on a map, or the picture of a landscape. The common root of such words as cartography and photography forms the stem of graphicacy, which becomes the fourth of the "-acies" or aces for short.

The concept of graphicacy gained wider acceptance after 1972 when Professor Balchin used the word as the title of his presidential address to the Geographical Association, which published it in its journal *Geography*. HMI include graphicacy in their working paper on geography in the 1979 reprint of *Curriculum 11–16* (The Red Book). A leaflet, *Geography in the School Curriculum 5–16*, widely distributed by the Geographical Association in 1981, recognizes graphicacy as one of the distinctive contributions of the subject to the curriculum.

Young children display visual-spatial ability when they draw simple pictures before they learn to read or write. Structured teaching can enhance this emerging ability through the use of pictures, photographs, diagrams and maps in the primary school. If the teacher follows the useful rule "the younger the child, the larger the scale" primary school children soon show that they are capable of drawing, understanding and using different kinds of maps. Graphicacy is thus an indispensible aim in any scheme of geographical work or environmental education in the primary school.

A major breakthrough came in 1981 when the Inner London Education Authority published guidelines for teachers in its attractively presented curriculum paper, *The Study of Places in the Primary School*. The framework for this document is a planning matrix containing four columns and three rows. The first and second columns are headed "experience" (direct and indirect) and the third and fourth "graphicacy" (maps and other aspects). The rows indicate the concepts and skills which teachers should aim to develop in lower, middle and upper primary school children when they study places. The ILEA document, well illustrated in colour with examples of children's work, was made available nationally and has done a great deal to promote the concept of graphicacy in the primary school.

During the past 20 years an innovation with considerable potential for developing graphicacy is the use of computers to produce maps and diagrams. In the 1970s computer-generated maps were usually only available

to schools in the form of copies of printouts. Since 1980 the installation of micro-computers in schools has enabled pupils to interact with the micro and there are now over 30 programs which are designed to assist with the development of ideas and skills in mapwork.

Some programs can be used by upper primary as well as lower secondary school children. The NELCAL primary software (Nelson), for example, consists of six programs which provide children with a range of activities relating to location, direction, scale and symbols. Two of the programs encourage children to use an atlas to identify places shown on the screen.

Lower secondary school pupils can practise four-figure and six-figure grid references using a program in "*Map Skills 1*" (Cambridge). The program includes a test map accompanied by questions and the marks scored are displayed, thus giving the pupil instant feedback. Another program on direction asks questions about compass points and bearings when north is in different positions. Later the program shows different orientations of a compass on a map and pupils can attempt to set the compass correctly.

Some programs are in the form of games and simulations. Thus in "*Map Skills 2*" the players try to sail a yacht round an oval lake using compass directions and bearings. "Hike" (Longman) invites players to use bearings and distance in an orienteering exercise. Both of these are useful practical applications of map reading skills to real life tasks.

The difficulties experienced by many pupils in understanding the representation of relief on maps are well known. The "Contours" program (Heinemann) contains a library of 54 physical features represented by contour patterns. The program utilizes the animation and superimposition capabilities of the microcomputer to display on the screen relief features which can be rotated in different directions. A visual, three-dimensional impression of each relief feature is shown on the screen. The pupil might select, for example, a hill and by using eight keys obtain views of the landform as it would be seen from a helicopter flying over and around it.

Another aspect of modern technology, remote sensing, has opened up new perspectives on the world. Satellite images now complement conventional maps in some atlases and there are library editions devoted exclusively to collections of images of the world from space. Satellite pictures of Britain, Europe and the Atlantic are seen daily on television weather forecasts, mainly to show cloud cover and advancing depressions. With isobars superimposed, these satellite images provide graphic displays of weather patterns. Perhaps that perennial topic of conversation, the weather, will eventually be widened to include a reference to "today's satellite picture"!

In 1985 the first candidates sat a new test in basic graphicacy developed by the Associated Examining Board as one of a series of tests in basic skills. The aim of the AEB syllabus in graphicacy is "to develop basic knowledge, understanding and skills in graphic forms of communication appropriate to the needs of school leavers entering employment and/or further education".

The content of the syllabus is derived from several subjects of the curriculum but is not confined to them. Thus candidates are expected to be familiar, for example, with advisory and warning signs and symbols used on domestic appliances and industrial equipment. They have to show an understanding of circuit diagrams and contour, isobar and isotherm patterns. The practical use of maps and street plans is emphasized, and three-dimensional transformations include the transposition from pictorial sketches to orthographic representation on squared paper.

Since the English educational system expects competence to be recognized by means of a qualification, it is perhaps fitting that the first certificates in basic graphicacy have been awarded exactly 20 years after Balchin and Coleman wrote their original article.

David Boardman is the author of *Graphicacy and Geography Teaching* (Croom Helm).

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The primary predicament

In which direction should we be travelling? asks Martin Skelton

The pressure upon the primary school curriculum is immense and increasing and I don't suppose for one moment that I am the only primary school teacher still getting over the shock of receiving the latest HMI discussion document entitled "Home Economics from 5 to 16". Mind you, if that shock was great, it was nothing to that I received when a trusted colleague told me that we were due to receive 16 such discussion documents in the not too distant future. I am still uncertain whether or not he was joking.

Still, like oncoming death, all of this concentrates the mind wonderfully and in that last half-hour before I fall asleep at night mine has once more been concentrated on exactly what we ought to be teaching at school and how we ought to be organizing it. Fuelled by discussions with friends, chapters from my library and re-readings of countless press-cuttings from old copies of the *Times Educational Supplement* I can't pretend to have quite sorted the problem out yet, but one cutting in particular caught my eye recently.

In December 1984 Bryan Waites wrote that "The vital sequence in geography teaching has been violated .... How many primary schools teach geography as a developing sequence over four years?"

My immediate reaction on reading that was to say "Certainly not the school in which I work" followed by a sense of guilt, for it was quite obvious from the tone of the question that we jolly well ought to be; my second reaction was to think a little about geography.

Although – as a non-geographer – I have always known that geography exists (I was, after all, examined in the subject some years ago) I set out to seek a definition of what the geography might be that we should teach as a developing sequence in primary schools. I have to tell you that I still don't know. I found various definitions, either of geography as a whole or of what are seen to be its component parts, but all of them leave me feeling dissatisfied.

There is, for example, the definition of geography as the "study of place". It is this definition which occurs most commonly and the ILEA Geography Advisory Panel use it as the title of their published guidelines document.

If you haven't seen this booklet I suggest you buy a copy for it is not only a very stimulating and well-illustrated read but also provides a wealth of ideas for classroom teachers. What it doesn't do, unfortunately, is to make clear what it is in the study of place that should be specifically geographic. Two examples might make this clear, both taken from suggestions for the study of the locality.

At the age of nine, it says, children should undertake "Simple classifying of houses according to type – Use of symbols and colours on maps and sections ... Designing the ideal house". At the age of 12, children should undertake "Investigation of the evolution of the local landscape; what was there before the houses? Use of old maps and pictures".

I would not want to argue against any of these activities taking place in the classroom. Rather the reverse, but I am not sure how they are wholly geographical. Isn't the classification of houses according to type as much a mathematical activity or a scientific one, and isn't the answer to the question "What was there before" as much historical as anything else?

What the document appears to be talking about is environmental education, two words which have buzzed so loudly in recent years that they sound like a swarm of bees. We all understand that environmental education is a good thing, but it does little to help us define exactly what geography is. Philip Neal, in *The TES*, 28th June 1985, made it clear that to him geography was only one contributing element to the study of the environment – "Headteachers who pass on any incoming mail with an environmental flavour to the geography or biology specialist are in need of broader enlightenment".

However, in an article written in 1981 Colin Ward wrote that "Those who pursue the study of the environment as an aspect of geography ... have less to fear, simply because of the strength in the pecking order of their traditionally established subjects."

You can see how, to a non-specialist [illegible] On the one hand geography is something discrete which contributes to the study of the environment; on the other the environment is something to be used as an aspect of geography.

"Graphicacy" seems much easier. A straw poll amongst a few colleagues showed me that there was genuine agreement that graphicacy was geographic and that it was concerned with maps. It seems straightforward, even given the fact that graphicacy has also been described as the "communication of relationships that cannot be successfully communicated by words or mathematical notation alone". This seems somewhat broad, including, as it must, not only maps, road signs and wiring diagrams but also the relationship between, say, a logo and what it represents.

The problem lies in developing all of this sequentially in the classroom. At a previous school, we tried to work out a sequence for the development of graphicacy using the Schools Council Geography Committee's "Understanding Maps" as a reference point. We ended up with a list of 67 sequential objectives covering direction, height, location, plan, scale and symbols. Our difficulty was fitting this sequence into an integrated curriculum so that a natural progression occurred in contexts that were relevant to children.

In addition to environmental awareness and graphicacy, the Geographical Association has suggested that a third area to which geography can make a contribution is "world awareness". Here again I think we run into difficulties, not because there is anything wrong with the notion of world awareness but, first, because it is still not made clear exactly what geography's part is to be and second because the debate still rages about the extent to which most children of primary age are capable of taking on board a world perspective. As the ILEA document points out, most of them still have difficulty coming to terms with the fact that they can live in, say, Preston, Lancashire and England at the same time.

Interestingly enough, the ILEA document also argues that the young child's curiosity about the wider world is fuelled by human detail – families, clothes, houses, meals, festivities, etc. – and yet they too cannot be regarded as specifically geographic, surely?

Having thought about this I now feel less guilty that my school is not yet teaching geography as a developing sequence over four years and I certainly don't feel that the fault is entirely mine or my colleagues'. If geographers are concerned about the place of their subject in the school curriculum then the responsibility is theirs to provide those of us who are non-geographers with a clear indication of the direction

At present I think they are neglecting that responsibility. For as long as they fail to provide us with a clear definition of what their subject is and what activities will properly represent it in the classroom we haven't a hope of developing sequences of geographical learning of any kind. The problem for them is that if they allow the present conditions to continue they may fail to recognize geography's traditional subject boundary for much longer.

Martin Skelton is headteacher at Belgowan Primary School, Beckenham.

Scatter-gun approach

The World's Harvest Series. Energy from the Sun, Wool, Food and Dairy and Farmyard.
By J. Dineen.
Young Library £3.95 each.

Do you remember a time when an important part of the primary school curriculum was the development of "General Knowledge". Facts were listed and learned and later tested by a combination of written and verbal questions. Children were judged, to an extend, by their ability to recall "facts" and indeed it was often used as a symptom of underachievement if a child was unable adequately to read or write but had a "good" general knowledge. I suppose that this is the underlying reason why schools buy books like these since, being so expensive, they are hardly likely to be used as class texts.

The World's Harvest series is one example of this "scatter-gun" approach to learning. Those titles are the latest in a series begun last year. The target age range is 7 – 10 years and the whole series includes a sensible and interesting range of topics, although I would suggest that they would be better aimed at a slightly higher age group, given the style of presentation. The required reading level is certainly beyond any child who may be struggling with the "technical" aspects of reading. This partly is a result of the etoles of topics which need some quite difficult terms for anything approaching an adequate explanation. In all the books certain concepts are explained in "asides" in the body of the text, rather than in a Glossary. This is a useful and likely to be more meaningful and immediate for the reader, but tends to produce a rather disjointed effect when perusing the pages. Each book has a useful index and a very brief Table of Contents, but all the titles look those few brief, but carefully worded questions which would reinforce learning.

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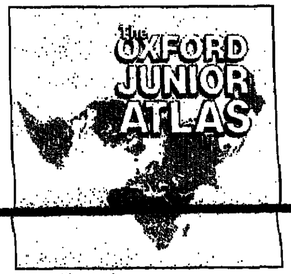

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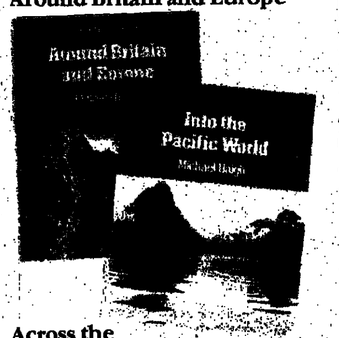

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The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

EXTRA

Mike Goldwater's photo of road construction in Tigrey Province is used by Oxfam to show how "self-help" has been a long standing factor in relief work in Ethiopia

Development education and Ethiopia

Llyn Richards advises on school-level resources for development topics

Here is a handful of gari. It is a staple food in much of West Africa. If someone gave you a sack of it, especially if you were really hungry, would you know to heat it to drive of the prussic acid? It won't mix with water so easily and tastes like sawdust.

Now here is a handful of flour. It is a staple food in much of Europe. If you were in Ethiopia on a distant village how would you use it? It looks like dried paint powder, it tastes like dust, and it goes mouldy in the sack. How many Band Aid volunteers are there around to teach you how to cook it?

A lot of teachers have been hard at it, working such parallels into their lessons lately, following on from "Don't they Know It's Christmas?" and Band Aid's great awakening of the world's conscience about the Sahel drought.

The Schools For Africa Appeal had us all organizing the collecting of the children's gifts of "staples", bundling up sacks, and seeing that they were delivered to Band Aid. Well, not quite all of us. One or two very strong minded and racially sensitive teachers were using the sacks when collecting playground rubbish. Their objections, and the more muted cries of distress from development education specialists, need to be thought about.

Put in their strongest form these were:

* If the food aid does not get through, children and volunteers will feel let down. Politics, transport difficulties, corruption and even rats may mean that much of the food fails to get to where it is needed most, discrediting any further attempts at aid. Most probably the Africans themselves will be blamed for any wasted effort.
* If food aid does get through it may keep people alive, but it will not solve their problems. Then, more food will be required, and more, to avert the continuing disaster.
* The economic and political conditions which create food mountains in some places and let famine occur in others will persist, as will the impression that Africans are incapable of managing their own affairs.
* Famine relief is a distraction from the real issues of development. It is a palliative which diverts attention from the need for fundamental change. The child is black and the attitudes of white children to their black classmates change. The long-established aid agencies no longer use such images.
* Farmers need good seed, water from large-scale civil engineering, implements, good stock, transport, land, markets, and education. Helping them get these involves political as well as economic reform and stability.
* Even if politics can be ignored the farmers hit by disaster need development not relief. Famine relief is a distraction from the real issues of development. It is a palliative which diverts attention from the need for fundamental change. The child is black and the attitudes of white children to their black classmates change. The long-established aid agencies no longer use such images.
* Farmers need good seed, water from large-scale civil engineering, implements, good stock, transport, land, markets, and education. Helping them get these involves political as well as economic reform and stability.
* Even if politics can be ignored the farmers hit by disaster need development not relief than just food.
* The Ethiopians could buy the food they need from the West if the West would buy their exports at fair prices. Aid makes us feel good, but wouldn't anger at British trading practices be more appropriate?

No one will deny that people are starving and it would be better if they were not. No one will deny that there are surpluses in the West. But putting starvation down to "unfair" business practices by the West sounds a pretty controversial way of talking. Perhaps these new African countries haven't got the hang of market forces? Perhaps they are growing the wrong things? Didn't they heed the warnings that a drought was on its way? Are we supposed to just let people starve while dams and roads are built? Hasn't the appeal for food the backing of the UN which issues bulletins on the types of food needed?

Geography, as a subject which looks at combined effects, and needs input from widely different disciplines, suffers from too little information from some and too much from others. The mix of information needed to make sense of why the famine has occured, and the mix needed to get worthwhile action started, is particularly thin in places and lumpy in others. We have quite a lot of information from meteorologists, agronomists and economists (see the UN Office for Emergency Operations in Africa (OEOA) bulletins). But information on human factors, for example, food preferences or super-power rivalry, is either scarce or overwhelmingly propaganda.

Luckily there are people working away to provide school-level resources on all development topics: hunger, seed, water, animals, appropriate technology, education, poverty, trade, transport, land, tenure, markets, education, political change . . . The first of these are the long-established aid agencies which have gone through the agonies of seeing aid to Biafra prolong the war, and well organized relief convoys founder for lack of mud tyres, and come through to a pragmatic industrious concern. Christian Aid, The Commonwealth Institute, War on Want, Catholic Fund for Overseas Development (CAFOD), Oxfam, UNICEF and UNCEF all have material they have specially prepared for schools, and Oxfam has its own special Education Section, c/o 274 Banbury Rd, Oxford, OX2 7DZ. Oxfam has a pamphlet "After Live Aid what can I do?" with some geography-relevant suggestions such as a Supermarket Survey followed by plotting where the food we eat at home comes from. Their mail order form includes four games and suggests a subscription to "The News behind the News". On poster-sized pages a recent issue quotes the Ethiopian head of the Ethiopian Relief and Rehabilitation Commission showing that warnings were given to the world that famine was approaching (but avoidable) in 1981, and a UN warning was given in 1983. There are also pictures of Ethiopians helping themselves, building roads and making shell cases into farm implements.

However, the main help for geography comes from:

1 The Centre for World Development Education, 128 Buckingham Palace Rd, London, SW1W 9SH. (tel. 01-730 0972)

This is an independent agency, partly funded by the Overseas Development Administration of the Foreign and Commonwealth Office, and the EEC. Twenty pence buys their 28-page catalogue of handbooks, guides, sheets, periodicals, slides, games, simulations, charts, posters, videos.

2 The 40 Development Education Centres.

Many Development Education Centres are staffed off and on by volunteers, often working out of a room over an Oxfam shop. Others have full-time paid staff and more space. A list of their addresses can be obtained from the Centre for World Development Education (see above).

The 40 centres are linked by the National Association of Development Education Centres (NADEC) which is on the top floor of 128 Buckingham Palace Rd. NADEC too has catalogues of resource material, much of which is produced by the centres themselves. The Leeds DEC has just produced "Understanding the Crisis in Africa: Resources for Teachers", a 16-page catalogue closely tied to the interest aroused by the Band Aid/Schools for Africa Appeal. It is available from NADEC or the Leeds Development Education Centre, 29 Blenheim Terrace, Leeds, LS2 9HD.

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A fetish for fine detail

The Developing World. By F Martin and A Whittle
Hutchinson Core Georgraphy £3.50 0 09 156621 5
Worldwide Issues in Geography. Edited by Clive Hart.
Collins £3.95 00 326557 9
Man and Environment series: Inequality and Development By Andrew Reed 0 7135 2370 0; **Oceans and Seas. By Nance Smith** 0 7135 2366 2; **Recreation and Tourism. By G J Ashworth** 0 7135 2386 7.
Bell and Hyman £3.95 each.
Geographical Studies of Development. Edited by P F Courtenay.
Longman £5.95 0 582 25485 4.

The prospect of GCSE and A/S levels seems to have stimulated a flurry of publishing activity, much of it an act of faith as syllabuses have not yet been finalised. The early drafts indicated, however, that nothing radical was about to happen in terms of geography content, and Development Issues would form a substantive part of examination geography in the 14–19 age range in some form.

The Developing World is the latest title in Hutchinson's Core Geography series and is aimed at a reading age of 14, having short sentences, an emphasis on visual information and "exercises which encourage active involvement from pupils". The publisher's claims for reading age are largely borne out by the text which is concise and clear, to the point of being staccato. The graphic reading age is another matter. Many of the maps and diagrams reflect a geographer's fetish for fine detail and complexity, resulting in a great deal of extraneous visual information. The reduction of maps, diagrams and photographs during the printing process produces a pupil text reminiscent of a stamp collection. Thematic World maps in a 7cm × 3cm frame (unit 4.2) are not easy to use, whatever your reading age, and unfortunately many of the smaller diagrams, photographs and maps discriminate against all but potential SAS sharpshooters. This microscopic presentation devalues many of the interesting and original visual data.

Despite the claims for "active involvement" tasks, most of the exercises and questions are closed tasks, which require children to find the correct answers or explanations. Copying diagrams and writing paragraphs involve some action, but do not qualify as "active learning". Pupils are rarely asked where they stand on issues or to carry out further initiatives of their own. True, this is the crucial role of the teacher, but resources can and should help this process. The content coverage is wide, and certainly explores both standard and fringe Development issues. The 5 units move from "The Poor Countries" and "Brakes on Progress" through "Change", and "Signs of Strain" to "Choices and Conflict". The last unit is probably the most stimulating of these, but the progression is not clear. There are however, over 260 pupil questions and tasks, and this makes it a good "rainy day" textbook, full of topics to dip into – sometimes preferable to the "course" text – and it sports a useful glossary.

Moving up the ability range, *Worldwide Issues in Geography*, from Collins, ranges much more widely, and is offered as a core text for GCSE. Chapters include "People", "Development", "Urban and Industrial Environments", "Physical Systems", "Resources and Natural Hazards". Key points are listed at the end of each, and these are useful, if occasionally phrased too abstractly for the age range. The reading level is fairly high, and the text elements are detailed and extensive, supported by large format maps and illustrations, although here and there the small complex map rears its tiny head. Pupil exercises are curiously "flagged" by what appear to be golf pins of varying length. The tasks themselves are quite varied, and a significant number ask pupils to take a value stance. The weakest exercises ask pupils to repeat what the preceding text and diagrams tell them, while the best take them much further.

Some minor criticisms include the somewhat out-of-date study of Consett which ends in 1981 (Chapter 4), insufficient information to allow the pupils to complete the tasks on hazards in Derbyshire (Chapter 7), the confusion created by using the Mercalli rather than the Richter Scale for earthquakes (Chaper 7) (unless we can persuade the media to do the same), and the rather mild photograph of air pollution on p69. I was also left wanting more mileage out of the rather cursory look at the Peters Projection on page 53.

On the whole, this text offers enough to stretch the more able pupil yet it retains a wide range of difficulty in the exercises. There is something of the flavour of the Geography 16 to 19 Project here, with more emphasis placed on human/physical interaction. Will it meet the needs of GCSE? in terms of content, yes; in terms of skills, maybe; in terms of values and attitudes, probably; in terms of coursework support and fieldwork stimulus – no. However, how much can we expect a single text to do? *Worldwide Issues* has the feel of a modern geography text, and is good value for money.

Bell and Hyman's Man and Environment series for the 16-19 age range has added three more titles to *Iceland and Man* and *Cities and Towns*. Andrew Reed's *Inequality and Development* is a good, introductory text pitched at the average sixth former and is really and overview of the development area of the geography curriculum. It lacks the contextual feel of the case studies in the Hutchinson *Developing World* and Collins *Worldwide Issues*, but it does a useful job and could be invaluable in modular courses in the 16 to 19 age range. Study questions, study activities and revision exercises are integrated within the text, and technical/geographical terms are highlighted in bold type. There are over 250 of these, and a working knowledge of them would represent a pretty good grounding in geography! Whether "trickling-down process" qualifies as a technical term is open to debate. The statistical information is useful, and the illustrations clearly presented. The Chapter on development indicators is as good as I've seen for this age-range, but the case studies in Chapter 6 are rather sketchy. Despite the series title Man and Environment there is little reference to this conjunction, and few concessions to inter-disciplinary opportunities. The other new titles *Oceans and Seas*, and *Recreation and Tourism* adopt a similar format. *Oceans and Seas* does a good job on a neglected area, while *Recreation and Tourism* could find a niche in many post-16 courses.

The central concern of this review has, however, been with Development and it is fitting that it should end with a A level text. Longmans *Geographical Studies of Development* provides a meaty resource for A level students, up-to-date and adventurous enough to look at the issues from some different angles. This really is an excellent source book. The introductory chapter by PP Courtenay gets to grips with statistical indicators of development and includes 17 pages of data giving endless possibilities for analysis. Most chapters contain valuable student questions which address the central issues – there are few examples of the "keep-them-busy" variety. The case studies employed in the chapters on resources, manufacturing, rural development, cultural pluralism government intervention and development in advanced societies are pertinent, interesting and full of detail. There is still a slight tendency to analyse developing countries in "developed" frames of reference – transport and industrial models often ignore the importance of informal networks and economics, and historical factors are frequently underplayed, but on the whole this is a highly recommended text.

David F Hurne

PRIMARY HEADSHIPS
continued

BERKSHIRE
ADVISORY TEACHER – PRIMARY EDUCATION
(Headteacher Scale Group 4)
Required from April 1986. Applicants should have Headship or Deputy Headship experience in primary schools. The successful candidate will work in partnership with a Primary Adviser as well as being a member of the total primary team.
Application forms and further details from The Director of Education (ES/6S), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE please).
Closing date: 16 December.
An Equal Opportunity Employer. (102787) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following headship appointment:-
SUTTON-IN-CRAVEN COUNTY PRIMARY SCHOOL
Near Keighley (Group 4)
CARR JUNIOR SCHOOL
York
(Group 4)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton, DL7 8AE to whom completed forms should be returned no later than 20th December, 1985. (93013) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
DELCE COUNTY PRIMARY SCHOOL
(Junior Dept)
The Tideway, Rochester, Kent
Group 3
HEADTEACHER
Required for the beginning of the Autumn Term 1986, following the retirement of the present postholder.
Further details and application form available from the County Education Officer, Fort Pitt House, New Road Chatham, Kent ME7 1DU, to whom they should be returned by 27th December 1985.

CANTERBURY DIVISION
HERNE CE (AIDED)
PRIMARY SCHOOL
APPOINTMENT OF HEAD TEACHER
GROUP 4
Applications are invited from communicant members of the Church of England for the post of Head teacher of this group 6 primary school to take up duties from April 1986.
Application forms and further details available from the Divisional Education returned by the 3rd January 1986.
This is a re-advertisement and previous applicants are invited to re-apply for consideration. (93266) 110010

NORTHAMPTONSHIRE
REDWELL INFANT SCHOOL
Wellingborough, Northants. NN8 3LG
HEAD TEACHER (GROUP 4)
Required for September 1986, or possibly earlier, an able and suitably experienced teacher for the Headship of this Group 4 school.
The premises, opened in September 1977, at present house the Redwell Primary School, which is to be reorganised as separate infant and junior schools. Children in the 7 – 11 age range will occupy the newly built Junior School, which is situated close by.
The expected rolls of the infant school is approximately 160.
Closing date – 20th December, 1985.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. MR), Northampton House, Northampton NN1 2SX. (93315) 110010

SHEFFIELD
EDUCATION DEPARTMENT
HEADSHIPS
The following three Headships are vacant from Easter 1986:
CONCORD MIDDLE SCHOOL
Pitt Street, Sheffield S9 1NR
(Group 5)
GREENHILL JUNIOR SCHOOL
Greenhill Main Road, Sheffield S8 7RA
(Group 5)
NORFOLK MIDDLE SCHOOL
Cradock Road, Sheffield S2 3DH
(Group 4 + SPS)
Application forms and further details are available from the Chief Education Officer, Teachers Division, to whom completed forms should be returned at P.O. box 67, Leopold Street, Sheffield S1 1RJ. Closing date: Friday, 20th December, 1985.
City of Sheffield is an equal opportunity employer. (93311) 110010

BIRMINGHAM
CITY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
ST. JOSEPH'S COMBINED
Little Sutton Lane, Sutton Coldfield B75 6PB
Tel: 021-354 6270
Required April 1986 or earlier Deputy Head Group 4.
Enthusiastic Catholic teacher.
Recent experience and knowledge of Infant/First School work an advantage but this should not restrict other applicants in primary education.
Appointment subject to conditions of CEC Contract.
Applications to Chairman of Governing Body c/o the school enclosing s.a.e.
Closing date 20 December 1985. (92891) 110012

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
COLD HARBOUR CE COMBINED SCHOOL
Highland Close, Bletchley, Milton Keynes MK3 7DU
DEPUTY HEADTEACHER
Required from January 1986, a Deputy Headteacher of this group 4 school. The post offers an opportunity to be centrally involved in developing the curriculum of this growing school. Applicants should give details of their curriculum interests and experience.
There are 250 pupils, age range 5 to 11, organised into eight classes. The school is situated in Bletchley, a developed area of Milton Keynes. A major building programme is scheduled to begin at the school in 1988.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J. A. Clinsdver, B.Sc. M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope. (14247) 110012

Norfolk

HEAD

Required for
New County First School, Chapel Break, Bowthorpe, Norwich, (Group 4)

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Education Enquiries, County Hall, Norwich, NR1 2DL.

Closing date for applications 20th December, 1985. (13629)

Deputy Headships
Second Masters/ Mistresses

BERKSHIRE
FURZE PLATT COUNTY JUNIOR SCHOOL
Oaken Grove, Maidenhead, Berks. SL6 6HQ
NOR. 300
Required for April 1986, DEPUTY HEADTEACHER (Group 5). Experience across the whole primary age range would be an advantage, would an understanding of co-operative/team teaching in a non open-plan situation. Candidates should have the qualities of leadership necessary to stimulate curriculum development and school self-evaluation.
Further details and application form available from the Headteacher (SAE).
Closing Date: 20.12.85.
An Equal Opportunity Employer. (93692) 110012

Wiltshire

Primary Education
HEADTEACHER POSTS

Margaret Stancomb County Infants School, British Row, Trowbridge, BA14 8PB.
GROUP 3 N.O.R. 140
HEAD TEACHER
Required from Easter 1986, for this Town Centre School in old-style accommodation, following the retirement of the present Head in December 1985. The Governors seek a candidate who will continue the caring response to the needs of the local community already established.
Please quote ref: ST/T/APM.
Closing date for completed application forms – 18th December, 1985.

Durrington All Saints C.E. Infants School, School Road, Durrington
Group 3 N.O.R. 102
Head Teacher required from April 1986 for this 4 class infants School housed in modern premises and serving the village of Durrington and the surrounding rural area. Durrington lies just to the north of Amesbury, some 10 miles from the Cathedral City of Salisbury.
Please quote ref: ST/T/PMB.
Closing date 6th January 1986.
Application Forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department, County Hall, Trowbridge, Wiltshire.

DEPUTY HEADTEACHER POST

Winterslow C.E. Aided Primary School, Middle Winterslow, Salisbury, SP5 1RD.
GROUP 4 N.O.R. 176
Applications are invited from all suitably qualified teachers, but preference may be given to Assistant Infant/Reception Class Teacher who would act as Co-ordinator at the Lower School and who is a worshipping and practising Christian.
Full letter of application with the names and addresses of 2 referees, one of whom should be the applicant's Parish Priest or Minister, should be sent to the Chairman of the Governors, Winterslow School, by 18th December, 1985.

SCALE 1 POST

Hilmarton County Primary School, Compton Road, Hilmarton, Calne, SN11 8SG.
GROUP 2 N.O.R. 67
Temporary Teacher Scale 1
Required from 17th February, 1986, for the duration of the maternity leave of a permanent member of staff, to teach infants class in this 3-class Village School.
Written letter of application, stating age and giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher by 16th December, 1985.

SPECIAL EDUCATION

Special Education Scale 2 Post
Teachers of Travellers' Children

The Authority is establishing three new posts for the education of gypsy, fair-ground and circus children, one in each school's area of the County (North-East, Central and South Wiltshire). Initially, each post holder will be responsible to the Area Support Team Leader who co-ordinates the work of a number of teachers working in schools with children who have learning difficulties, or in isolated units. The teachers appointed will be responsible for developing an effective service in their part of the County for children from migrant families. The posts are permanent, though the organisation of this new provision will be reviewed after about a year. The appointment to take effect from April, 1986. Applicants should hold a full driving licence. A car user allowance will be paid.
Application forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/T/PMB) County Hall, Trowbridge by 13th December. (16119)

HEADTEACHERS

Collingwood County Primary School (Group 6), Collingwood Road, South Woodham Ferrers, Chelmsford.

Messing-Cum-Inworth County Primary School (Group 1), Kelvedon Road, Messing, Colchester.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 27th December, 1985. (16129)

ESSEX
County Council

(London Borough of)
REGINA COELI R.C. (Voluntary Aided) JM&I
173 Pampisford Road, South Croydon, Surrey CR2 6DF.
Tel: 01-688 4582
Tenable: 1 September 1986

HEADSHIP

Applications are invited for the post of Headteacher. The person appointed should be a practising member of the Roman Catholic faith and hold the Catholic Teaching Certificate.
Applications forms and further details available from the Headteacher. Completed application forms should be returned by 31 December 1985 to the Chairman of Governors, Rev. P.D. Taggart, 46 Purley Road, South Croydon, Surrey CR2 6EY.
Salary – Burnham Scale: Headteacher Group 6 plus London Area Allowance – £678.
This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (16147)

METROPOLITAN BOROUGH OF NORTH TYNESIDE
Education Committee
SPRING GARDENS PRIMARY SCHOOL
Albion Road West, North Shields, Tyne and Wear, NE29 0JB

HEADTEACHER

GROUP 5 ROLL 289

Applications are invited from suitably qualified and experienced teachers for appointment from 14th April, 1986 to the above-mentioned post.
Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW to whom they should be returned within two weeks of the appearance of this advertisement.
'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.'
North TYNESIDE (16136)

METROPOLITAN BOROUGH OF NORTH TYNESIDE
Education Committee
SEATON BURN FIRST SCHOOL
Seaton Burn, Newcastle upon Tyne, NE13 6EJ

DEPUTY HEADTEACHER

GROUP 3 — ROLL 135 plus 26 place Nursery Unit

Applications are invited from suitably qualified and experienced teachers for appointment from 14th April, 1986 to the above-mentioned post.
Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW to whom they should be returned within two weeks of the appearance of this advertisement.
'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.'
North TYNESIDE (16137)

PRIMARY DEPUTY HEADSHIPS

continued

BRENT
LONDON BOROUGH OF BRENT
BARHAM PARK JUNIOR MIXED SCHOOL
Salusbury Road, NW6 6RG
Tel: 01-624 0411
Social Priority School (Roll: 165)
Required from Easter 1986 - **DEPUTY HEADTEACHER** required for this Group 4 Junior School. Applicants should have sound experience and knowledge of junior school practice, and should be able to demonstrate a thorough grasp of and commitment to equal opportunities and the development of an anti-racist, anti-sexist curriculum. Evidence of fostering links between home, school and community is essential. We welcome applications from members of black ethnic communities and as such Section 5B (11b) of the Race Relations Act 1976 applies.
Application forms and further particulars (large size) are available from the Headteacher returnable by 20 December 1985.
Inner London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only.
(02808) 110012

CUMBRIA
COUNTY COUNCIL
PRESTON RICHARD CE (A) PRIMARY SCHOOL
Carlisle, Cumbria
Required for April 1986, a Deputy Head for this Group 4 school. Applications are invited from suitably qualified and experienced primary and junior teachers for this key post in a reorganised school.
Application forms and details from the Assistant Director of Education, North/East Division, 5 Portland Square, Carlisle CA1 1PU to whom completed applications should be returned by 20th December 1985. (SAE please).
(03558) 110012

DEVON
Please see displayed advertisement on Page 43.
(03279) 110012

ESSEX
JOHN RAY INFANTS SCHOOL
Notley Road, Braintree
Tel: Braintree 23071
(Roll 138)
DEPUTY HEADTEACHER,
Group 1
Required April, 1986, enthusiastic teacher to demonstrate an understanding and application of good infant practice. Commitment to curriculum development. Please indicate special interests. Previously appointed applicants will automatically be re-considered. Closing date 20th December, 1985.
Application forms and further details available from and returnable to the North West Essex Area Education Office, Crossman House, Station Approach, Broxbourne EN7 6QA (foolscap s.a.e. please).

PURFORD GREEN JUNIOR SCHOOL
Purford Green, Harlow CM16 6PP
Tel: Harlow (0279) 25074
(Roll 180)
DEPUTY HEADTEACHER, Group 2
(Re-Advertisement)
Required Easter, 1986, enthusiastic teacher using a questioning approach to promote child-centred learning. Relevant experience and personal qualities more important than length of service. Closing date - 6th January, 1986.
Application form and further details from the Headteacher to arrange a visit to the school.
LONDON ALLOWANCE: £878 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(03054) 110012

TILBURY ST. MARY'S R.C. PRIMARY SCHOOL
Calcutta Road, Tilbury, RM18 7AR
Tel: Tilbury 3254
(Roll 205)
DEPUTY HEADTEACHER, Group 4 (+ £264 P.A. & £201 Social Priority Allowance)
(Re-Advertisement).
Required April, teacher with initiative and expertise to be at least one area of the curriculum. Catholic preferred. Previous applicants considered.
Write to Essex Area Education Office, The Knaves, Basildon SS15 5RX, for form and details (foolscap s.a.e. please). (03066) 110012

HERTFORDSHIRE
SPENCERHOLME SCHOOL
Watsons Avenue, St. Albans, Herts, AL3 5HF
Head Mrs. M. Hutchison
DEPUTY HEAD
Required for April 1986 for this group 3 school. An experienced enthusiastic teacher is sought to make a significant contribution to organisation and curriculum development. Please state special interests.
Apply as soon as possible by letter to the Head, giving curriculum vitae and the names and addresses of two referees if not already known to the school. Visits to the school may be arranged by appointment with the Headmaster.
(03553) 110012

HOUNSLOW
CUTHBERT ROBERTSON JUNIOR SCHOOL
Thorncliffe Road, Norwood Green, Southall, Middlesex
Tel: 01-574 1666
Headteacher: Mrs B.M. Lamb
Required for April 1986 -
DEPUTY HEADTEACHER
(Group 5)
An experienced and energetic teacher for this multi-ethnic junior school. The school is committed to the philosophy of Primary Community Education and its appointment would necessitate playing an active role in furthering the school's community programme. There is also a large Special Educational Needs Department which includes an Integrated Hearing Impaired Unit.
As well as the normal responsibilities of a Deputy, the appointee will also be responsible for liaison with the Department of Early Childhood Education and for the planning of the Staff In-Service Programme and further development of the Environmental Area of this large Primary site.
Further information and application forms are available from the Director of Education (Ref: PA/SM/JJ), Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned by 20 December 1985. Please enclose s.a.e. (foolscap).
Interested applicants are invited to contact the Headteacher to arrange a visit to the school.
We are an Equal Opportunity Employer.
(03554) 110012

NORTHAMPTONSHIRE
DUSTON C.E. (CONTROLLED) LOWER SCHOOL
Main Road, Old Duston, Northampton NN5 6JB
Appointment of DEPUTY HEAD - Group 3
Required for January 1986, if possible, a dedicated, enthusiastic and ambitious teacher for the Deputy Headship of this progressive lower school.
The successful applicant will be taking responsibility for a class, will be expected to take a leading role in both the curricular and extra-curricular life of the school as outlined in the School Curriculum - a Framework of Principles - The Northamptonshire View.
Closing date - December 20th...
Details and application forms (s.a.e.) available from the County Education Officer (Ref: MH), Northampton House, Northampton NN1 2HX.
(03208) 110012

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
MESNE LEA COUNTY PRIMARY SCHOOL
Cunnack Lane, Pilot M30 6JR
DEPUTY HEAD (Group 4)
GROUP 4 P.T.R.
Required, April 1986 or as soon as possible thereafter. Please send s.a.e. for application form and job description to the Chief Education Officer, Chapel Street, Salford M3 5LT, to whom completed applications should be returned by 20 December 1985.
(03586) 110012

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
MESNE LEA COUNTY PRIMARY SCHOOL
Henniker Street, Walkden
Road, Worsley M28 3PG
DEPUTY HEAD TEACHER - GROUP 5 + S.P.A.
Required for April, 1986 or as soon as possible.
Please send s.a.e. for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom completed applications should be returned by 20th December 1985. (03387) 110012

SUFFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WITNESHAM COUNTY PRIMARY SCHOOL
Witnesham, Ipswich IP6 9EX
(5 - 11 years)
Required April 1986, for the post of Deputy Headteacher of this Group 2 school, an enthusiastic and experienced teacher with a sound knowledge of the curriculum needs of primary children.
Forms and further details (s.a.e. please) from the head of the school (a.a.e. please). (03504) 110012

WALSALL
METROPLITAN BOROUGH COUNCIL
DEPUTY HEAD TEACHER
GROUP 5 + S.P.A.
Required as soon as possible at Pelfrey Infant School, Hilton Grove Street, Walsall. This is an open plan school serving an inner urban area. Most of the children principally are from an Asian background many of whom, on intake, speak little or no english.
Applicants should have wide knowledge and experience of the infant school curriculum and an interest in establishing links between home, school and the local community. A commitment to the needs of children is vital and candidates who have an understanding of the languages, cultures and background of asian communities or are willing to undertake training in these areas are particularly welcome.
This is a re-advertisement - previous applicants will still be considered and need not re-apply.
For an application form and further details please send s.a.e. quoting post title, to the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.
Closing Date 20th December 1985.
Walsall is an Equal Opportunity Employer.
(03709) 110016

WILTSHIRE
Please see display advertisement on Page 41. (05434) 110012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ASSOTSBURY AVENUE, SW20
Abbotsbury Road, Morden, Surrey SM4 4LS
Tel: 01-640 1510
Head Teacher: Mrs J. Thompson
Age Range: 3 - 5 years
No. on Roll: 200
Deputy Head Teacher, Group 4
required from April, 1986.
Closing date: 20th December, 1985.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose stamped addressed envelope.
(03878) 110012

Scale 2 Posts and above

AVON COUNTY
CHRISTCHURCH CE PRIMARY SCHOOL
Memorial Road, Hanham, Bristol BS15 3JA
Required from 8th April 1986 or as soon thereafter as possible, an experienced Infant teacher and enthusiastic Deputy Head. Initially take responsibility for 5 and 6 year old Infant class (Scale 3). Applicants should have a sound knowledge of modern Infant/Junior Method, and be able to assist colleagues in Curriculum development.
Letters of application to the Headteacher immediately giving c.v. (please) of Curriculum interests and strengths), and names of two referees, enclosing s.a.e.
Avon is an Equal Opportunities employer and welcomes applications on their suitability for the post regardless of sex, race, disability or sexual orientation. (03015) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
VALLEY PRIMARY SCHOOL
Beckenham Lane, Bromley, Kent BR2 0DA
Required for April 1986 an enthusiastic and experienced teacher who would combine responsibility for boys' games with another aspect of the curriculum. This would preferably be for music or physical education. Dance (Physical Education) Drama should state special interests.
A commitment to in-service training and to participate in curriculum development. Initial responsibility for a 3rd/4th year Junior class.
Application forms and further details from the Headteacher (s.a.e. please), to whom completed forms should be sent by 13th December 1985. Candidates are welcome to visit the school by appointment.
(03585) 110012

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. PHILOMENAS R.C. PRIMARY SCHOOL
(AIDED)
Chelsfield Road, Orpington, Kent BR5 4DR
Required for January 1986, teacher for First Year Junior class who is interested in Games, Practising Roman Catholic essential. Scale 1.
Application forms and further details available from the Headmistress at the school (foolscap s.a.e. please). Completed forms should be returned to the Clerk to the Governors, St. Josephine, High Street, St. Mary Cray, Kent BR5 4AX by 13th December 1985.
(02863) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
LEESONS PRIMARY SCHOOL
Leesons Hill, Orpington, Kent BR5 2LS
Tel: Orpington 25432
Required for January 1986, for a term in the first instance, an experienced teacher for a first year Junior class. Applicants should state special interests. Scale 1.
Application forms are available from the Headmaster at the school (foolscap s.a.e. please) to whom completed forms should be returned by 13th December 1985.
(02864) 110022

DEVON
Please see displayed advertisement on Page 43.
(03380) 110022

DONCASTER
BRANTON CE (A) JMI SCHOOL
Valley Drive, Branton, Doncaster DN3 3NB
Tel: Doncaster 537344
Required for Easter 1986 or earlier if possible, a scale 1 teacher for Middle and Top Infants. Applicants should be a practising member of the Church of England.
Application forms are available from the Director of Education, Princess Street, Doncaster DN1 3EP to whom completed forms should be returned by 20th December 1985. (03669) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
DOWNE MANOR FIRST & MIDDLE SCHOOL
Dowe Way, Ringshill Avenue, Northolt, Middlesex UB5 6NW
Required for January 1986 or as soon as possible, a Scale 1 teacher with First School experience to work initially with the younger age groups. Opportunities exist for members of staff to gain experience throughout the Combined School and to develop personal interests and applications throughout the curriculum.
£1,038 London Weighting.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (A23) to be returned by 19 December 1985. (03474) 110022

BRENT
LONDON BOROUGH OF BRENT
LYON PARK JUNIOR MIXED SCHOOL
Vincent Road, Wembley, Middlesex HA0 4SH.
Tel: 01-902 1479
Required from 24 February 1986 - **Temporary TEACHER** for second Year Junior Class (Scale 1). The Teaching duties, Maternity cover post.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multicultural Education.
Unless otherwise stated application forms (s.a.e.) obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (03481) 110022

BRENT
LONDON BOROUGH OF BRENT
NORTHVIEW JUNIOR MIXED AND INFANT SCHOOL
Northview Crescent, NW10 1RD
(Tel: 01-450 7982)
(Roll: 306, Social Priority School)
Required from January 1986 - **TEACHER** (Scale 2) to cover maternity leave. The successful applicant will be required to teach Music throughout the school to allow a flexible timetable involving class teaching and group work.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multicultural Education.
Unless otherwise stated application forms (s.a.e.) obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (03485) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. PHILOMENAS R.C. PRIMARY SCHOOL
(AIDED)
Chelsfield Road, Orpington, Kent BR5 4DR
Required for January 1986, teacher for First Year Junior class who is interested in Games and Practising Roman Catholic essential. Scale 1.
Application forms and further details available from the Headmistress at the school (foolscap s.a.e. please). Completed forms should be returned to the Clerk to the Governors, St. Josephine, High Street, St. Mary Cray, Kent BR5 4AX by 13th December 1985.
(02863) 110022

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
WEST TWYFORD FIRST & MIDDLE SCHOOL
Twyford Abbey Road, London NW10 7DN
An opportunity for interested First school (5 - 8 years) teacher required for January, 1986. The first instance for pupils aged 6 years. Ability to play piano would be a great advantage.
Scale 2 plus £1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by 6 December 1985. (03477) 110022

EAST SUSSEX
Instrumental Music Teachers - See Page XX. (14249) 110022

ESSEX
S.W. ESSEX AREA
EDUCATION OFFICE
The Knaves, Basildon SS16 5RX
Tel: Basildon 44022, Ext. 220
PRIMARY SCHOOL TEACHERS, SCALE 1 (+£264 P.A.)
Required January for Infant and Junior posts at Grays and Thurrock areas.
Write or telephone immediately for application form and vacancy list (foolscap s.a.e. please). (03087) 110022

HARINGEY
Progress with Humanity
ST. FRANCIS DE SALES R.C. INFANT SCHOOL
Brereton Road, London N17 8DA
Tel: 01-808 4432
The Governors seek to appoint a qualified Infant Teacher (Scale 1) for a temporary vacancy to cover the period of maternity leave from 24th February, 1986. The first class in a Catholic preferred. Visits to the school welcome, by appointment with the Head Teacher.
Application forms may be obtained from the Chief Education Officer, 48-52 Station Road, Wood Green, London N22 4TY (s.a.e. please) to be returned to the Chair of Governors at the School address above by 20th December, 1985.
London Allowance £1,038 payable. (03382) 110022

HARROW
EDUCATION COMMITTEE
WEALD MIDDLE SCHOOL
Tithe End Drive, Harrow Weald, Middx. HA3 7DR
Tel: 01-954 2293
Required for April, 1986 or as soon as possible thereafter, a Teacher for 11 - 13 year olds in the first instance, with interest in P.E. Boys' Games and Dance Design. Scale 2 post available for suitable candidate.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 16th December 1985. (03373) 110020

HARROW
EDUCATION COMMITTEE
WEALD MIDDLE SCHOOL
Tithe End Drive, Harrow Weald, Middx. HA3 7DR
Tel: 01-954 2293
Required for April, 1986 or as soon as possible thereafter, a Teacher for Language throughout the school. Part of this post would include responsibility for senior management team as a year leader for the first year.
Prospective candidates are invited to contact the Head Teacher for further details - Mr. B. Aldridge, Tel. No. Harrow 671537.
The successful applicant will have responsibility for planning and experience of using microcomputers in the primary sector. As there will be a considerable element of in-service provision, the successful applicant will be required to provide relevant INSET courses for both colleagues and teachers from other schools in the pyramid.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03668) 110022

BEDFORDSHIRE
SOUTHERN AREA
DOWNSIDE INFANT SCHOOL
Chaul End Lane, Luton, Beds.
Tel: 583456
Required for 1.1.86, temporary for one term, a Nursery Teacher, Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03668) 110022

BEDFORDSHIRE
SOUTHERN AREA
DOWNSIDE INFANT SCHOOL
Chaul End Lane, Luton, Beds.
Tel: 583456
Required for 1.1.86, temporary for one term, a Section 11 teacher, Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03667) 110022

BEDFORDSHIRE
SOUTHERN AREA
DWNSIDE/HILLSIDE LOWER SCHOOL
Woodcock Close, Woborn Sands, Milton Keynes
Tel: 0908 582101
Required for 1.1.86, temporary or to 31.8.86, a part-time (0.6) Remedial teacher, Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03672) 110022

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
ADVANCED SKILLS TEACHER - COMPUTER EDUCATION - Group 4
(BURNHAM SCALE 3 PLUS LONDON ALLOWANCE OF £1,038).
Applications are invited for this new post which will carry responsibility for developing the use of microcomputers in the pre-school - primary school phase.
This is a permanent post, based at a Computer Centre which is shortly to be established. This post is not suitable for job sharing.
The successful applicant will have responsibility for planning and experience of using microcomputers in the primary sector. As there will be a considerable element of in-service provision, the successful applicant will be required to provide relevant INSET courses for both colleagues and teachers from other schools in the pyramid.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03677) 110022

BRENT
(LONDON BOROUGH OF BRENT)
CONSENT OF JESUS AND MARY INFANTS SCHOOL
21 Park Avenue, Willesden Green NW2
(Tel: 01-459 3890)
Required immediately to cover for maternity leave - An RC PART Nursery Trained Practising Catholic - TEACHER (Scale 1).
Inner London Allowance of £1,038 per annum is payable. Brent is fundamentally committed to Multicultural Education. Unless otherwise stated application forms (s.a.e.) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (03481) 110022

BRENT
(LONDON BOROUGH OF BRENT)
NORTHVIEW JUNIOR MIXED AND INFANT SCHOOL
Northview Crescent, NW10 1RD
(Tel: 01-450 7982)
(Roll: 306, Social Priority School)
Required from January 1986 - **TEACHER** (Scale 2) to cover maternity leave. The successful applicant will be required to teach Music throughout the school to allow a flexible timetable involving class teaching and group work.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multicultural Education.
Unless otherwise stated application forms (s.a.e.) obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (03485) 110022

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
ADVANCED SKILLS TEACHER - COMPUTER EDUCATION - Group 4
(BURNHAM SCALE 3 PLUS LONDON ALLOWANCE OF £1,038).
Applications are invited for this new post which will carry responsibility for developing the use of microcomputers in the pre-school - primary school phase.
This is a permanent post, based at a Computer Centre which is shortly to be established. This post is not suitable for job sharing.
The successful applicant will have responsibility for planning and experience of using microcomputers in the primary sector. As there will be a considerable element of in-service provision, the successful applicant will be required to provide relevant INSET courses for both colleagues and teachers from other schools in the pyramid.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
(03677) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
DOWNE MANOR FIRST & MIDDLE SCHOOL
Dowe Way, Ringshill Avenue, Northolt, Middlesex UB5 6NW
Required for January 1986 or as soon as possible, a Scale 1 teacher with First School experience to work initially with the younger age groups. Opportunities exist for members of staff to gain experience throughout the Combined School and to develop personal interests and applications throughout the curriculum.
£1,038 London Weighting.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (A23) to be returned by 19 December 1985. (03474) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
WEST TWYFORD FIRST & MIDDLE SCHOOL
Twyford Abbey Road, London NW10 7DN
An opportunity for interested First school (5 - 8 years) teacher required for January, 1986. The first instance for pupils aged 6 years. Ability to play piano would be a great advantage.
Scale 2 plus £1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by 6 December 1985. (03477) 110022

EAST SUSSEX
Instrumental Music Teachers - See Page XX. (14249) 110022

ESSEX
S.W. ESSEX AREA
EDUCATION OFFICE
The Knaves, Basildon SS16 5RX
Tel: Basildon 44022, Ext. 220
PRIMARY SCHOOL TEACHERS, SCALE 1 (+£264 P.A.)
Required January for Infant and Junior posts at Grays and Thurrock areas.
Write or telephone immediately for application form and vacancy list (foolscap s.a.e. please). (03087) 110022

HARINGEY
Progress with Humanity
ST. FRANCIS DE SALES R.C. INFANT SCHOOL
Brereton Road, London N17 8DA
Tel: 01-808 4432
The Governors seek to appoint a qualified Infant Teacher (Scale 1) for a temporary vacancy to cover the period of maternity leave from 24th February, 1986. The first class in a Catholic preferred. Visits to the school welcome, by appointment with the Head Teacher.
Application forms may be obtained from the Chief Education Officer, 48-52 Station Road, Wood Green, London N22 4TY (s.a.e. please) to be returned to the Chair of Governors at the School address above by 20th December, 1985.
London Allowance £1,038 payable. (03382) 110022

HARROW
EDUCATION COMMITTEE
STANBURN FIRST SCHOOL
Abercorn Road, Stanmore, Middlesex
Tel: 01-954 1425
Required from the Middle of January, 1986 an experienced first school teacher to cover maternity leave.
Applications from and to be returned to the Headteacher by 18th December, 1985. Please enclose a S.A.E.
Outer London Allowance Payable.
Harrow is an Equal Opportunities Employer. 110022
(02905)

LONDON SCHOOL requires Infants Teacher urgently. Tel: Amy Brooks 01-969 2664. (03674) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
PELHAM INFANT SCHOOL
Southey Road, Wimbledon SW19 1NJ
Tel: 01-542 2005
Head Teacher: Ruth O'Keeffe
Age Range: 5 years
No. on roll: 164
Required from February, 1986 (half term) temporary teacher for 8 - 9 year old's class. An interest in Science would be an advantage. Maternity leave cover.
Closing date: s.a.e.a.p.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope.
(03877) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
(York Area Education Office)
APPLETON ROEBUCK CP SCHOOL
York
Required for Easter 1986, or earlier if possible, a Teacher to take charge of the first year, a mixed first year Junior-and top Infant class. An interest in music, games and science 5 - 13 a distinct advantage.
Application forms (S.A.E. please) from Mrs. J. Pinnegar, Education Office, 50 Piccadilly, York YO1 1PW to be completed and returned by 18th December 1985. (03481) 110022

OLDHAM
METROPOLITAN BOROUGH
WERNETH INFANT SCHOOL
Copnice Street, Oldham
TEACHER - SCALE 1 - Temporary.
Required for January 1986 for 9 Terms, for Reception Class with a well-oriented philosophy of education able to provide a wide and stimulating curriculum and to assist in making the right provision for nursery aged children in reception class, supporting parental partnership in school, supporting the Authority's policy in multi-cultural education. The successful applicant must be keen to work in a co-operative teaching situation.
Apply by letter to the Headteacher at the school providing full c.v. and names and addresses of 2 referees by the 16th December 1985. 110022
(03677)

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS – Primary

PRINCE ROCK JUNIOR SCHOOL, Embankment Road, Plymouth, PL4 9JF. (Roll 125)
DEPUTY HEAD - GROUP 3
Required April 1986. Applicants should be able to make significant contributions to the curricular developments of the school, in particular in the areas of Science and Computer Studies. Experience in other areas of the curriculum should be stated. Closing date 13 December 1985.

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SCALE POSTS – Primary

EXETER BRADLEY ROWE (8-12 YEARS) MIDDLE SCHOOL, Burnthouse Lane, Exeter, EX2 6AY. (Roll 300)
SCALE 1 – GENERAL
Required April 1986. Appointment suitable for probationary or experienced teacher willing to participate fully in the life of the school. Please state specific curricular interests. Male or COT an advantage but not essential. Closing date 19 December 1985.

EXETER STOKE HILL MIDDLE SCHOOL, Stoke Hill, Exeter, EX4 7DP. (Roll 370)
SCALE 1
Required April 1986 an enthusiastic teacher for general class teaching. Ability to develop Craft Work and/or help with Music or the Creative Arts would be an advantage. Closing date 20 December 1985.

EXETER, WHIPTON BARTON MIDDLE (8-12 YEARS) MIDDLE SCHOOL, Hill Lane, Exeter, EX1 3JP. (Roll 360)
SCALE 1 – GENERAL SUBJECTS AND CURRICULUM LEADERSHIP IN PHYSICAL EDUCATION
Required April 1986, initially within the 4th year team, an enthusiastic middle school teacher. Must offer a range of curriculum but with the ability to take curriculum leadership for Physical Education, gymnastics desirable, throughout the school. Closing date 20 December 1985.

EXMOUTH, EXETER ROAD PRIMARY SCHOOL, Exeter Road, Exmouth, EX8 1PU. (Roll 301)
SCALE 1 – INFANTS
Required April 1986. Candidates should state their curriculum strengths. An interest in Music would be an advantage. Closing date 20 December 1985.

WILLAND PRIMARY SCHOOL,
SCALE 1 – INFANTS
Required April 1986. Closing date 13 December 1985.

* * * * * *

SCALE POSTS – Special

HILLSIDE SPECIAL SCHOOL, Bodmin Road, Whiteigh, Plymouth, PL5 4DZ. (Roll 186)
SCALE 2(B) HEADVERTISEMENT
Required January 1986 or as soon as possible at this secondary special school for pupils with moderate learning difficulties, an experienced teacher who in addition to normal teaching commitment is able to take responsibility for a particular area of the curriculum. Ideally the successful candidate would be expected to have specialism and advanced qualifications but these are not essential. Closing date 16 December 1985.

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FURTHER EDUCATION

DEVON CENTRE FOR FURTHER EDUCATION, Dartington College of Arts, Devon Centre for Further Education, Totnes, Devon.
DEPUTY HEAD OF DEPARTMENT OF CONTINUING EDUCATION
Applicants should be appropriately qualified, with experience in the fields of INSET, post-school and post-college education.
The person appointed will be expected to deputise for the Head of Department, and to play a major role in both current and future developments. Accommodation is available for the successful applicant.
Salary Scale: Lecturer Grade II (£7,928 – £12,705)
Further particulars and application forms are available from and returnable to Head of Department of Continuing Education, Devon Centre, Dartington College of Arts, Totnes. Closing date 23 December 1985.

* * * * * *

OTHER POST

WEST DEVON SCHOOLS/MUSIC CENTRES
SCALE 1 OR 2 MUSIC
Required April 1986 or earlier if possible a teacher of lower strings (cello main, double bass desirable) to teach in schools and music centres in the West Devon Area and also to take a principal role in the development of lower strings across the county. Application forms and further details from (see required) Area Education Officer, Civic Centre, Plymouth. PL1 2EW.
Closing date
20 December 1985

(19781)

EDUCATION DEPARTMENT

Scale 3 Post – Education for Peace.

An experienced teacher is required to initiate the development of the Education Committee's policy on Education for Peace in all schools and colleges. The duties of the posts would include responsibility for developing resource material, making appropriate contributions to in-service training requirements, assisting schools and colleges to develop a cross curricular approach to education for peace, advising schools and colleges on the development of curricular ideas. It is envisaged that this post will be working with Primary Schools, it is therefore desirable for applicants to have experience in this phase of education. Applicants must demonstrate an interest in and enthusiasm for cross curricular developments.

An application form and job description is available from The Chief Education Officer, Schools Division (room 311), Education Office, Margaret Street, Birmingham B3 3BU, enclosing s.a.e. Closing date for applications 20th December 1985.

(19780)

Birmingham
An equal opportunities employer

HAMPSHIRE

Primary First Teaching Appointments

For September 1986, Hampshire, one of the largest non-metropolitan Counties, is expecting to recruit a substantial number of primary probationer teachers.

Applications are invited from primary students who will complete their training in 1986 and interviews will be held in Winchester on 10th, 11th and 12th March 1986.

Application form together with further details can be obtained by sending a large stamped addressed envelope to:
The County Education Officer (Ref: SS/SM/PS)
The Castle,
Winchester,
Hampshire.

PRIMARY EDUCATION
continued

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
CHRIST THE KING R.C. PRIMARY SCHOOL
Holly Avenue, Walkden, Worsley M28 5QW
Required for January 1986 or as soon as possible thereafter.
INFANTS SCALE 1
Please send S.A.E. for application form to the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT.
Completed application should be returned to the Rev. Father J. Gunning, Christ the King Presbytery, Manchester Road, Walkden, Worsley M28 5PW by 20th December 1985. (93007) 110092

SURREY
COUNTY COUNCIL
LINDEN BRIDGE SPECIAL SCHOOL
Gration Road, Worcester Park, Surrey
Required January teacher trained teacher with experience of mainstream education.
See under Special Education Scale 1. (92921) 110038

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
DOWNSELL INFANT SCHOOL
Downsell Road, London E15
Head: Miss S. Brodie
Required for January. Teacher required for an open plan school in multicultural area.
SCALE 1 plus responsibility and Social Priority Allowance.
Ref. P35/605

HANDSWORTH PRIMARY SCHOOL
Handsworth Avenue, London E4
Head: Alex N. Kinnear
Required January. Teacher required for a reception class. An interest in mathematics would be an advantage.
SCALE 1 plus Outer London Allowance.
Ref. P30/697

LARKSWOOD INFANT SCHOOL
New Road, London E4
Head: Mrs W. Sutton
Required for January. Enthusiastic infant trained teacher for this infant school.
SCALE 1 plus Outer London Allowance.
Ref. P34/694

MAYVILLE JUNIR SCHOOL
Mayville Road, London E11
Head: Mr A. Tuffin
Required for January. Temporary teacher one term only for third year class.
SCALE 1 plus Outer London Allowance.
Application forms (and further details) available on receipt of a S.A.E. from and returnable to the Head Teacher.
Ref. P34/696. 110029

WALTHAM FOREST
ST. ANTHONY'S R.C. OF E. PRIMARY SCHOOL
Forest Avenue, London E17
Head: Mrs. Jones
Required for January. Temporary teacher required for one term to take a 2nd year Junior class.
SCALE 1 + Outer London Allowance.
Application form (and further details) available on receipt of a S.A.E. from and returnable to the Head Teacher.
Ref. P34/695. 110029

SURREY
COUNTY COUNCIL
LINDEN BRIDGE SPECIAL SCHOOL
Gration Road, Worcester Park, Surrey
Required January. Teacher required for the whole of the Spring Term 1986 - possibility of extension for summer term.
Apply to Headteacher. Our Lady Queens of Heaven R C First School, Mares Lane, Lindley Green, Crawley, Sussex. (93015) 110028

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R C FIRST SCHOOL
Crawley
TEMPORARY TEACHER
Reception Class teacher required for the whole of the Spring Term 1986 - possibility of extension for summer term.
Apply to Headteacher, Our Lady Queen of Heaven R C First School, Mares Lane, Lindley Green, Crawley, Sussex. (93015) 110028

WILTSHIRE
Please see display advertisement on page 41. (93455) 110032

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
THE GIFFARD R.C. JNR SCHOOL
Nordern Close, Nordern Road, Wolverhampton
Required for January. Nursery/infant teacher required for new nursery class at Giffard R.C. Primary School for January 1986, if possible.
Application forms from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to be returned to Chairman of Governors, c/o Giffard R.C. Primary School.
The successful candidate will be expected to accept the Catholic Education Council form of contract.
The Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93455) 110029

Middle School Education

Headships

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEADTEACHER (GROUP 6)
ST. BEDE'S R.C. MIDDLE SCHOOL
Holloway Lane, Redditch, Worcs. B98 7HA
(Tel: (0527) 25916
Required from Summer Term 1986.
The Governors invite well-qualified, enthusiastic and experienced Teachers to apply for the challenging post of Headteacher in this well-established and growing Catholic Middle School (Age range: 8-12).
Candidates must be dedicated, practising Catholics who are committed to the philosophy and aims of the Catholic Schools system.
Teaching experience in Catholic Middle Schools is considered desirable. The successful candidate will be required to accept the terms of the G.E.C. Contract.
Application forms and further details available from the Chairman of Governors, via the school, on receipt of a s.a.e.
Completed Application Forms should be returned to Fr. Liam P. O'Connor, Chairman of Governors, St Gregory's, c/o 31 Winyates Centre, Winyates, Redditch B98 0NR, within 14 days of the appearance of this advertisement. (93047) 130010

NORTHAMPTONSHIRE
PARKLANDS MIDDLE SCHOOL
Devon Way, Spinney Hill, Northampton NN3 1DX
Appointment of HEADTEACHER
Group 6
Applications are invited for suitably experienced candidates for the Headship of this co-educational 9 - 13 Middle School which opened in purpose-built premises in 1973. The Parkland Estate, and the View Estates in North Northampton, are pleasant residential areas.
Application forms and further particulars are available from the Appointments Officer, Education Department, Guildhall Road, Northampton NN1 1DP, to whom they should be returned by 20th December 1985. (93065) 124222

Mathematics

Scale 1 Posts

EALING
LONDON BOROUGH OF EDUCATION SERVICE
GIFFORD MIDDLE SCHOOL
Greenhill Gardens, Northolt UB5 6BU
Required for April 1986, or sooner if possible.
Co-ordinator for Mathematics, preferably with an interest in Computer Education. A Scale 2 allowance is available for a suitable applicant.
£1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned by 20 December 1985. (93478) 125422

Physical Education

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
STREETFIELD MIDDLE SCHOOL
Dunstable Road, Caddington, Nr. Luton, Beds.
Tel: 61343
Required for February 1986, a qualified and experienced teacher of Girls' P.E./Games. A Scale 2 post is available for a suitable applicant.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please. (93065) 124222

Other than by Subject Classification

Scale 2 Posts and above

DORSET
MILLDOWN CE (VC) MIDDLE SCHOOL
Milldown Road, Blandford (9 - 13 Co-educational, 355 on roll)
Required April 1986, Year Leader (Scale 5) for the Second Year. Applicants should be able to offer a second curriculum specialism.
Application form and details available from the Headteacher (SAE please). Closing date 7th January: (93646) 125620

HEREFORD AND WORCESTER
COUNTY COUNCIL
COMBERTON MIDDLE SCHOOL
Bournon Road, Kidderminster, Worcs. DY10 3ED
Required from January 1986 an experienced teacher to be responsible initially for a class of 11 - 12 year olds.
An interest in French is desirable but not essential.
Scale 3 post available for suitable applicant.
Application forms and further details are available from the Headteacher on receipt of a foolscap s.a.e. (93046) 125620

Scale 1 Posts

BERKSHIRE
ST ANTHONY'S R.C. MIDDLE SCHOOL
Forest Road, Fernham Royal, Slough SL4 5EP
NOR: 180
Required for January 1986, or as soon as possible afterwards, an enthusiastic full-time Scale 1 teacher to be responsible initially for a 3rd year middle school class. An interest in PE/Boys Games an advantage. Practising Roman Catholic preferable. The appointment will initially be temporary until 31st July 1987 when St Anthonys First and Middle Schools are due to combine. There is a possibility of this post then becoming permanent. Closing date: 23rd December.
An Equal Opportunity Employer. (93696) 125622

BERKSHIRE
ST ANTHONYS R.C. MIDDLE SCHOOL
Forest Road, Fernham Royal, Slough
NOR: 180
Required for January 1986 or as soon as possible afterwards an enthusiastic Scale 1 teacher to be responsible initially for a 3rd year middle school class. An interest in Mathematics an advantage. Practising Roman Catholic preferred. This appointment will initially be temporary until January 1987 when St Anthonys First and Middle Schools are due to combine. There is a possibility of this post then becoming permanent. Closing date: 23rd December.
An Equal Opportunity Employer. (93696) 125622

EALING
LONDON BOROUGH
EDUCATION SERVICE
GIFFORD MIDDLE SCHOOL
Greenhill Gardens, Northolt UB5 6BU
Required for January 1986, an enthusiastic teacher (Scale 1) with a special interest in music and/or boys' games.
£1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned by 20 December 1985. (93478) 125622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden, Surrey SM4 6BG
Tel: 01-540 1855
Head Teacher: Mrs B.C. Wharton
Number on roll: 304
Required January 1986 Temporary Teacher for one year (9 - 10 year olds).
Scale 1 + £1,038 p.a.
Application forms and further particulars of the post are available from the Head Teacher at the above address, to whom enclosed envelope. (93876) 125622

Secondary Education

Headships

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WORSBROUGH HIGH SCHOOL
Ardsley Road, Worsbrough Dale, Barnsley, S70 4TL
APPOINTMENT OF HEADTEACHER (GROUP 11)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher at this 11 - 18 mixed comprehensive school.
The successful applicant will be appointed from 1 September 1986.
Application forms and further details (SAE please) returned by 31 December 1985. (93426) 130010 130010 (93426)

Scale 1 Posts

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON COMPREHENSIVE SCHOOL
Darlington
11 - 18 years, Group 11
SECOND MASTER/MISTRESS - Group 11
Well qualified and experienced teacher required April 1986 or earlier if possible to join the Senior Management Team.
Stamped addressed envelope for application form and further details to Area Education Office, Crelo Lee, Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications 9th December, 1985. (92912) 130012

HAMPSHIRE
JOHN HUNT OF EVEREST COUNTY SECONDARY SCHOOL
Popley Way, Basingstoke RG24 9AB
Comprehensive Mixed 11 - 16 N.O.R. 858
Required September 1986.
Group 10 Headteacher. (Plus 5% in respect to extra responsibility as Head of a designated Community School).
S.A.E. for application form/further details from, Area Education Officer, Sun Allowance House, 41 Worting Street, Basingstoke, RG21 1LU.
Closing Date for receipt of completed applications 16/12/85. (93804) 130010

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
HEAD of PE
HEADLANDS SCHOOL
Beverley Road, Bridlington, North Humberside
Group 12
N.O.R. 1252 (including 140 Sixth Form Pupils)
Age Range 11 - 18
There is a Special Unit for the Hearing Impaired situated within the school.
Application forms and further particulars are obtainable, upon receipt of a large stamped addressed envelope, from Humberside County Council, Director of Education, (HQ. Staffing), County Hall, Beverley, North Humberside, HU17 9BA, to whom completed forms should be returned not later than Friday, 3rd January, 1986. (93441) 130010

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
COMPREHENSIVE SCHOOL
School Road, Dagenham.
(Roll 764)
Required for 7th April 1986:
FIRST DEPUTY HEAD, Group 10. Applications are invited from suitably qualified and experienced teachers with proven imagination and application.
This successful applicant will join a senior management team sharing curricular, pastoral and administrative responsibilities. It is policy to give deputies a wide experience of management.
Salary Scale: £12,840 - £14,148 per annum plus £1,038 per annum Inner London allowance.
Reimbursement of removal expenses in approved cases.
Application forms and further details may be obtained from the Headmaster (s.a.e. please). Closing date: 19th December 1985.
An equal opportunity employer. (93079) 130012

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
COTTENHAM VILLAGE COLLEGE
Cottenham, Cambridge CB4 8UA
Required from Easter, experienced well qualified Teacher for the post of Geography mistress (Group 10) at this pleasant 11 - 16 Cambridgeshire Village College.
Apply by letter to Headmaster, enclosing curriculum vitae, 2 referees and telephone numbers. (92890) 130013

WEST GLAMORGAN
See displayed advertisement under Tertiary Education. (93066) 130012

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Froma Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 mixed comprehensive 1315 pupils
TEACHER to join LEARNING ADVISORY SUPPORT TEAM
This is a full time temporary post for the Spring Term
Required to join a team of teachers to provide a remedial support to a range of pupils with Special Needs in this large comprehensive school. We have a unit for pupils with moderate learning difficulties, and also, a number of physically handicapped pupils.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer. (93473) 131022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for 1 January 1986:
ALDERSLEY SCHOOL
COMPENSATORY EDUCATION - Scale 1
Temporary teacher for two terms in this 11 - 18 purpose built mixed comprehensive school pleasantly situated on the northern boundary of the town with over 800 pupils on roll.
Application forms are available from the Director of Education and Arts, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1SH to be returned to the School within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93365) 131029

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Froma Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 mixed comprehensive 1315 pupils
TEACHER to join LEARNING ADVISORY SUPPORT TEAM
This is a full time temporary post for the Spring Term
Required to join a team of teachers to provide a remedial support to a range of pupils with Special Needs in this large comprehensive school. We have a unit for pupils with moderate learning difficulties, and also, a number of physically handicapped pupils.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer. (93473) 131022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for 1 January 1986:
ALDERSLEY SCHOOL
COMPENSATORY EDUCATION - Scale 1
Temporary teacher for two terms in this 11 - 18 purpose built mixed comprehensive school pleasantly situated on the northern boundary of the town with over 800 pupils on roll.
Application forms are available from the Director of Education and Arts, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1SH to be returned to the School within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93365) 131029

Scale 2 Posts and above

HOUNSLOW
SPRING GROVE P.N.A. UNIT
Thornbury Road, Isleworth, TW7 4QB
Tel: 01-568 3697, Ext. 16
Teacher in Charge: Miss C.P. Clugston
Required for January 1986: A teacher for the general Subjects (Scale 2). Ability to teach across the curriculum is required but there will be opportunities to develop areas of personal interest.
PNA Units were set up to provide education for secondary pupils who have difficulty in attending mainstream schools.
Exploratory visits may be arranged with the teacher-in-charge.
Application forms are available from the Director of Education, London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref PAA/EBA) enclosing a s.a.e. foolscap size.
Closing date: 13.12.85.
London Allowance: £678.
We are an EQUAL OPPORTUNITY EMPLOYER. (93041) 131030

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
DENSHOR HIGH SCHOOL
Tel: 36611
Required for 1/1/86 a teacher of special needs, Scale 1, in this mixed multi racial school. The department has been very successful in developing new courses and approaches to pupils with learning difficulties at present committed to this work is required.
Application forms available from and returnable to the Headmaster at the school, see please. (92903) 131029

KENT
COUNTY COUNCIL
SWALE DIVISION
EDUCATION DEPARTMENT
THE ABBEY SCHOOL
Required January 1986.
REMEDIAL teacher (Scale 1) to join a team of 6 in the Individual Studies Faculty in this 13 - 18 comprehensive school. Applicants should have experience and qualifications in teaching children with special learning difficulties.
Duties will include English and Arithmetic classes for these children and an involvement in a life skills programme.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Abbey School, Minster-in-Sheppey, Sheerness, Kent ME12 3JQ. (93264) 131029

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
BUCKHOLT MANOR HIGH SCHOOL
Oliver Road, London E10
Head: Mr. R.D. Clarke
Required for January or as soon as possible:
HEAD OF SPECIAL NEEDS DEPARTMENT SCALE 3 (plus Outer London and Social Priority Allowances) required in this 11 - 14 comprehensive school for pupils (250 on roll).
A caring and committed teacher is required to lead this key department.
Send letter of application, CV and names and addresses of two referees to the Head Teacher or telephone for further details (01-539 5034). Ref: P87/700. (93081) 131018

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
BUCKHOLT MANOR HIGH SCHOOL
Oliver Road, London E10
Head: Mr. R. Clarke
Required for January or as soon as possible:
HEAD OF ART DEPARTMENT SCALE 3 (plus Outer London and Social Priority Allowances) required in this 11 - 14 comprehensive school for pupils (250 on roll).
A caring and committed teacher is required to lead this key department.
Send letter of application, CV and names and addresses of two referees to the Head Teacher or telephone for further details (01-539 5034). Ref: P87/701. (93091) 131020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
BUCKHOLT MANOR HIGH SCHOOL
Oliver Road, London E10
Head: Mr. R. Clarke
Required for January or as soon as possible:
HEAD OF POTTERY
SCALE 2 (plus Outer London and Social Priority Allowances) required in this mixed comprehensive school for pupils aged 11 - 14 years (250 on roll).
Enthusiastic and experienced teacher required to be responsible for Pottery teaching throughout the school.
Send letter of application, CV and names and addresses of two referees to the Head Teacher or telephone for further details (01-539 5034). Ref: P87/701. (93091) 131020

Scale 2 Posts and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SNAITH SCHOOL
Pontefract Road, Snaith, Goole
Headteacher: W.J. Marshall
No. on Roll: 670
Group 9
Required for Easter, 1986, DEPUTY HEAD TEACHER
Mixed 11 - 16 Mixed Comprehensive in a rural environment.
Interviews will take place during January, 1986.
Application forms and further details obtainable from the Head Teacher at the School, to whom completed forms should be returned no later than 16th December, 1985 (r.s.a.e. please).
'Full and fair consideration will be given to all disabled applicants'. (93443) 130012

HUMBERSIDE
EDUCATION COMMITTEE
EDUCATION SERVICE
NORTH AXHOLME COMPREHENSIVE SCHOOL
Westgate, Crowle
Scunthorpe
Headteacher: D. E. Cornelius
No. on Roll: 444
Group 9
Required for Easter, 1986, a SECOND MASTER/MISTRESS - Deputy Head Science with interest in curriculum development and organisation essential. This is a small, mixed fully comprehensive School sited in semi-rural surroundings catering for pupils in the 11 - 16 age range.
Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 16th December, 1985. (r.s.a.e. please).
Full and fair consideration will be given to all disabled applicants. (93642) 130012

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
COTTENHAM VILLAGE COLLEGE
Cottenham, Cambridge CB4 8UA
Required from Easter, experienced well qualified Teacher for the post of Geography mistress (Group 10) at this pleasant 11 - 16 Cambridgeshire Village College.
Apply by letter to Headmaster, enclosing curriculum vitae, 2 referees and telephone numbers. (92890) 131018

Remedial and Special Needs Teaching Posts

Heads of Department

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green, Rickmansworth
Roll: 950 mixed (Sixth Form 150)
Required April or September, teacher to take charge of a well established Special Needs department. Experience of teaching remedial Maths and attention to 16 plus approbationsist.
Scale 3 + London Fringe allowance £564.
Apply by letter to Headmaster, enclosing curriculum vitae, 2 referees and telephone numbers. (92890) 131018

EAST SUSSEX
BATTENHURST MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18 Roll: 1200
From January: Temporary ACTING HEAD OF ART (Scale 3), expected to be for Spring and Summer terms, to cover long term sickness.
Application forms (case please) from and returnable to the Head Teacher. (14952) 131218

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Froma Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 mixed comprehensive 1315 pupils
TEACHER to join LEARNING ADVISORY SUPPORT TEAM
This is a full time temporary post for the Spring Term
Required to join a team of teachers to provide a remedial support to a range of pupils with Special Needs in this large comprehensive school. We have a unit for pupils with moderate learning difficulties, and also, a number of physically handicapped pupils.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer. (93473) 131022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for 1 January 1986:
ALDERSLEY SCHOOL
COMPENSATORY EDUCATION - Scale 1
Temporary teacher for two terms in this 11 - 18 purpose built mixed comprehensive school pleasantly situated on the northern boundary of the town with over 800 pupils on roll.
Application forms are available from the Director of Education and Arts, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1SH to be returned to the School within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93365) 131029

By Subject Classification

Art and Design

Heads of Department

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Froma Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 mixed comprehensive 1315 pupils
TEACHER to join LEARNING ADVISORY SUPPORT TEAM
This is a full time temporary post for the Spring Term
Required to join a team of teachers to provide a remedial support to a range of pupils with Special Needs in this large comprehensive school. We have a unit for pupils with moderate learning difficulties, and also, a number of physically handicapped pupils.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer. (93473) 131022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for 1 January 1986:
ALDERSLEY SCHOOL
COMPENSATORY EDUCATION - Scale 1
Temporary teacher for two terms in this 11 - 18 purpose built mixed comprehensive school pleasantly situated on the northern boundary of the town with over 800 pupils on roll.
Application forms are available from the Director of Education and Arts, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1SH to be returned to the School within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93365) 131029

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
DENSHOR HIGH SCHOOL
Tel: 36611
Required for 1/1/86 a teacher of special needs, Scale 1, in this mixed multi racial school. The department has been very successful in developing new courses and approaches to pupils with learning difficulties at present committed to this work is required.
Application forms available from and returnable to the Headmaster at the school, see please. (92903) 131029

KENT
COUNTY COUNCIL
SWALE DIVISION
EDUCATION DEPARTMENT
THE ABBEY SCHOOL
Required January 1986.
REMEDIAL teacher (Scale 1) to join a team of 6 in the Individual Studies Faculty in this 13 - 18 comprehensive school. Applicants should have experience and qualifications in teaching children with special learning difficulties.
Duties will include English and Arithmetic classes for these children and an involvement in a life skills programme.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Abbey School, Minster-in-Sheppey, Sheerness, Kent ME12 3JQ. (93264) 131029

LEICESTERSHIRE
COUNTY COUNCIL
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR
(14 - 18 Upper)
ROLL 1100
DESIGN SCALE 1
Required January for one/two terms, two teachers of Design to work in a multi-media Design Area. Experience of one or more of the following would be useful: Graphic Design; Technical and Computer Graphics; Three Dimensional work in wood, metal or plastics. Part time contributions or job sharing will be considered.
Please contact the Headteacher for further details and application forms (SAE). (93460) 131022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOUNT GRACE HIGH SCHOOL
Leicester Road, Hinckley
(11 - 14 High)
ROLL 583
DESIGN SCALE 1
Required January 1986 for 2 terms, teacher of Design. Specialisms in Graphics and Fabric an advantage.
Please contact the Headteacher for further details and application forms (SAE). (93668) 131222

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gayswood Road, King's Lynn PE30 2QB
Roll 1328 Mixed (Group 12) 11 - 18 (Sixth Form)
SCALE 1 TEMPORARY FULL-TIME TEACHER OF ART AND DESIGN
With ability in three dimensional work required from 1st January to 31st August 1986.
Apply by letter, giving names of two referees and tabulated c.v. to the Headteacher as soon as possible. (93239) 131222

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gayswood Road, King's Lynn PE30 2QB
Roll 1328 Mixed (Group 12) 11 - 18 (Sixth Form)
SCALE 1 TEMPORARY FULL-TIME TEACHER OF ART AND DESIGN
With ability in three dimensional work required from 1st January to 31st August 1986.
Apply by letter, giving names of two referees and tabulated c.v. to the Headteacher as soon as possible. (93239) 131222

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gayswood Road, King's Lynn PE30 2QB
Roll 1328 Mixed (Group 12) 11 - 18 (Sixth Form)
SCALE 1 TEMPORARY FULL-TIME TEACHER OF ART AND DESIGN
With ability in three dimensional work required from 1st January to 31st August 1986.
Apply by letter, giving names of two referees and tabulated c.v. to the Headteacher as soon as possible. (93239) 131222

WARWICKSHIRE
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth CV12 8EA
Tel: Bedworth (0203) 312308
Required for the Spring and Summer Terms teacher of ART. A full range of secondary work is available in a strong department of five.
Applications by letter should be sent to the Headmaster as soon as possible.
Warwickshire is an equal opportunity employer. (93045) 131322

Scale 2 Posts and above

BERKSHIRE
JOHN O'GAUNT SCHOOL
Sunnerford, Berks.
NOR 750
Required for January 1986. Temporary Full Time teacher of Design within a Craft, Art department. Scale 2 available for suitable applicant.
Further details and application forms available from the school to be returned as soon as possible.
Closing date 23rd December.
An Equal Opportunities Employer. (93516) 131220

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton, Hants, SO3 6DU
11 - 16 mixed Comprehensive - 1162 on roll
Required 1st January 1986 - Scale 1 teacher of ART.
Applications in writing with full curriculum vitae and names/addresses of two educational referees to the Headmaster as soon as possible, s.a.e. please. (93857) 131322

By Subject Classification

English

Scale 2 Posts and above

KENT
ST THOMAS MORE MIDDLE SCHOOL
Sleapp Road, Norwich NR3 3QB
Roll 347 Age Range 8 - 13 years
Scale 2 Teacher (Language Development)
Required for January or April 1986 (or as soon as possible thereafter) an enthusiastic Graduate Teacher for General Subjects including Drama to 9 year olds. The successful candidate will be practising Roman Catholics who are willing to participate in the corporate life of the School.
Application forms and further particulars of the post are available from the Headteacher (s.a.e. please). Completed forms should be returned to the Headteacher by the closing date 20th December 1985. (93418)

HEADSHIP
of SALISBURY SCHOOL — Group 10
(Re-advertisement)
(East Building, Cuckoo Hall Lane, Edmonton, London N9 8DR) West Building, Turin Road, Edmonton, London N9 8DQ.
Applications are invited for the HEADSHIP of this mixed 11-18 Comprehensive School which opened in September 19[illegible] following the amalgamation of three existing schools. It has some 850 pupils and following the authority's secondary reorganisation plan admits six forms of entry annually. The school is organised on two sites with the first and second years housed in purpose-built buildings in Turin Road. Salisbury is the first comprehensive school in the Borough designed for the integration of a small number of physically handicapped pupils. The school has an excellent reputation and is consistently oversubscribed.
Previous candidates will automatically be reconsidered and need not re-apply.
The successful candidate will be expected to take up duties from Easter, 1986.
Salary will be in the range £16,824 to £18,141 plus London Allowance £978 and Social Priority Allowance £201 or £276 p.a. as appropriate.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (large SAE) obtainable from the Director of Education, PO Box 58, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ, to whom they should be returned as soon as possible, but not later than 20th December 1985.
(19788)
London Borough of Enfield
An Equal Opportunity Employer

On the appointment of Mr C E Martin to the Headship of Bristol Grammar School
The Governors invite applications for the Appointment from September 1986 of
HEAD
of
KING EDWARD VI CAMP HILL SCHOOL FOR BOYS, BIRMINGHAM
A Voluntary Aided Grammar School
(Group 10 - Roll 800)
Further details and application forms may be obtained from
Roderic Walkington
Secretary to the Governors
Foundation Office
Schools of King Edward the Sixth in Birmingham
Edgbaston Park Road
Birmingham B15 2UD
The closing date for applications is 10 January.
(16124)

PORTSLADE COMMUNITY COLLEGE
Chalky Road
Portslade BN4 2WS
East Sussex
Comprehensive mixed, 11 – 18. Roll: 1,350
Required from April 1986:
(1) VICE PRINCIPAL
on Group 12 plus 10%.
(2) DEPUTY PRINCIPAL
on Group 12
Relocation grants in approved cases.
Application forms and further details (see please) available from the Acting Principal at the College.
Closing date: December 20.

ilea Inner London Education Authority
HEADSHIP
NEW COMPREHENSIVE SCHOOL FOR GIRLS
Garratt Green Site
Burntwood Lane
SW17 0AQ
Applications are invited from suitably qualified and experienced teachers for the headship of this new comprehensive school for girls aged 11-18 years to be formed on 1 September 1986 by the amalgamation of the present Garratt Green and Mayfield (BG) Schools.
The future arrangements for 16-19 education in the division are under discussion. Projected roll 1572. Burnham group 11 plus Inner London allowance.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, Room 262e, County Hall, London SE1 7PB. Closing date for the return of completed forms 2 January 1986.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

CAMBRIDGESHIRE
Huntingdon Area
Allwyn Community School, Ramsey, Huntingdon, Cambs.
PRINCIPAL
Group 9 plus community allowance £2,013
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this mixed 11-13 comprehensive of 840 pupils closely linked at all levels with its neighbour upper school Ramsey Abbey (controlled). A Principal is sought who will further the liaison developed in recent years.
Application forms and further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, Cambs. PE19 6NS.
Closing date 20th December.
(19786)
EQUAL OPPORTUNITY EMPLOYER

The Latymer Foundation at Edmonton
THE LATYMER SCHOOL
Voluntary Aided Grammar School
1230 Boys and Girls:
315 in the Sixth Form.
FOUNDED 1624
SECOND DEPUTY HEAD
SECOND DEPUTY HEAD (Group 12 — Deputy Head Scale) required from September 1986. The Second Deputy has a wide-ranging and influential role which includes staff development, an oversight of the pastoral system and responsibility for girls' welfare and discipline.
London Allowance payable £678 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and a two homes allowance.
Further particulars of the post are available on request and will be sent to all applicants.
Letters of application (no forms) should be sent to the Headmaster at the School (The Latymer School, Haselbury Road, London N9 9TN) no later than 13th January 1986, giving the names of two referees and stating qualifications, experience and special interests relevant to any aspect of this post.
(19787)

WEST GLAMORGAN
County Council
Education Department
SECONDARY DEPUTY HEADSHIP
Applications are invited from suitably qualified and experienced persons for the following post, to commence as soon as possible.
Cwmtawe Comprehensive School,
Pontardawe, Swansea, SA8 4JX.
(MIXED) (1745 on roll) (Age Range 11-19)
A Deputy Headteacher
is required for this GROUP 13 school.
(Post ref: 2.47.85).
Application forms and further particulars for the above post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN on receipt of a large stamped addressed envelope quoting the above post reference.
The CLOSING DATE for receipt of completed applications is THURSDAY, 19th DECEMBER, 1985.
John Beale
Director of Education
(18128)

Careers

Heads of Department

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EASTRIDING DIVISION
HOWDEN SCHOOL
Derwent Road, Howden, Goole DN14 7AL
(Co-educational comprehensive, 11 - 18 years, N.O.R. 824)
HEAD OF CAREERS AND GUIDANCE - SCALE 3
Required for Easter 1986, a Head of Careers and Guidance to work with a pastoral team in the personal and social development programme, with special responsibility for Guidance and Careers.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 10th December 1985. (93442) 131618

Commercial Subjects

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR (MIXED) HIGH SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Tel: 01-904 1669)
(Roll: 1280. Excellent modern facilities in all subjects)
Required from January 1986 or as soon as possible thereafter:- TEACHER of COMMERCIAL SUBJECT (Scale 1) to assist in the teaching of this subject in the Upper School and, in particular, typing/accounts is required. The following subjects are offered: typing, shorthand, commerce, office practice and facilities are available for word processing, loading to RSA CSE, GCE and Pitmans examinations.
London Allowance of £1,038 per annum is payable.
Brent is an Equal opportunities Employer.
Brent is fundamentally committed to Multicultural Education. Unless otherwise stated application forms (see) obtainable from the school/unit if (another returnable within 14 days of receipt) candidates will be invited to visit the school/unit if they wish before the closing date.
Application forms should be returned to the Personnel Section, Room 2, Town Hall, Forty Lane, Wembley, Middx HA9 9HD. Telephone 01-904 1900 ext 2020 (24 hour answering service) quoting appropriate reference number.
Closing date: 20th December 1985. (93366) 132020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
NORTHERN HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne, Kent ME10 4NE
(11 - 17 years. 700 on roll. Fully comprehensive in first two years)
Required for Easter 1986 an experienced and enthusiastic teacher, Scale 2, in charge of Computer Studies throughout the school.
Further details are available from the Headmistress at the School to whom letters of application enclosing a full curriculum vitae and the names of two referees should be sent. (S.A.E. please) (93367) 132030

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
NORTHERN HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne, Kent ME10 4NE
(11 - 17 years. 700 on roll. Fully comprehensive in first two years)
Required for Easter 1986 an experienced and enthusiastic teacher, Scale 2, in charge of Computer Studies throughout the school.
Further details are available from the Headmistress at the School to whom letters of application enclosing a full curriculum vitae and the names of two referees should be sent. (S.A.E. please) (93367) 132030

Scale 1 Posts

BERKSHIRE
MAIDEN ERLEIGH SCHOOL
Off Silvermarsh Road, Earley, Reading RG6 4HS
(0734) 1500
Required January 1986 a Scale 1 teacher of Computer Studies to teach to CSE/O level. The teacher would also be required to offer some Maths.
Further details available from the school (SAE). Apply by letter to the Headteacher including CV and names and addresses of two referees.
No Closing Date.
An Equal Opportunity Employer. (93847) 132022

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BOULTON-LE-FYLDE
HAINES HIGH (AIDED)
(Mixed, 11-18 yrs. Fulton-
(591 on Roll, including 137
[illegible] Temporary for Two
[illegible] Forms.
SCALE 1 - COMPUTER STUDIES TO 'O' AND 'A' LEVEL.
Forms/Further details from/to the Headteacher at the school. (SAE please).
Closing date: 19th December 1985. (93360) 132022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR
(14 - 18 Upper)
ROLL: 1100
COMPUTER EDUCATION SCALE 1
Required January for one/two terms, a teacher of Computer Education to assist in the teaching of Information technology and computer studies to CSE and 'O' level. The department actively supports the development of computer assisted learning in all areas of the curriculum and have a new purpose built computer room and a large range of new computer equipment. Part time contributions or Job sharing will be considered.
Please contact the Headteacher for further details and application forms (SAE). (93461) 132082

Scale 2 Posts and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
BRIDLEY MOOR HIGH SCHOOL
Bridley Moor Road, Redditch
(Tel: 021811)
Required from January 1986 a Teacher of Computer Studies up to Scale 3 for the present holder (maternity) 5 periods of Computer Studies/Mathematics. The school has a new computer room with 9 BBC B computers and 6 RM380Z's. Real opportunity for suitably qualified and experienced candidate. Temporary post would be considered.
For further details please apply without delay to the Headmaster. (A.E.S.E.) (93049) 132020

HOUNSLOW
FELTHAM SCHOOL
See under Economics and Business Studies - Scale 1. (93658) 131822

HAMPSHIRE
WOOLSTON SCHOOL
Winchester Road, Southampton SO2 7QU
(11 - 16, N.O.R. 580)
Required April (or earlier) Head of Computer Studies - Scale 3 to take charge of a thriving computing centre within the C.D.T. faculty.
SAE to Head for full details. (93352) 132190

NOTTINGHAMSHIRE
COUNTY COUNCIL
KING EDWARD VITH SCHOOL
London Road, Retford, Notts. DN22 6AU
(Aged 11-17 (11-18)
CRAFT/DESIGN/TECHNOLOGY (Scale 2)
An experienced and enthusiastic teacher is required for Easter with responsibility for Technology.
Application forms and further details are available (s.a.e.) for the Head Teacher at the school.
An Equal Opportunity Employer. (93851) 132190

SANDWELL
METROPOLITAN BOROUGH COUNCIL
MENZIES HIGH SCHOOL
(11 - 16 Comprehensive)
Required January 1986 or as soon as possible thereafter.
CRAFT DESIGN AND TECHNOLOGY - SCALE 2
To take responsibility for Design and Metal courses throughout the age range.
Applications and further details available from and returnable to Personnel Teacher, Clarkes Lane, West Bromwich, West Midlands. Closing date 14th December 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (13958) 132130

Scale 1 Posts

BERKSHIRE
MAIDEN ERLEIGH SCHOOL
Off Silvermarsh Road, Earley, Reading RG6 4HS
(0734) 1500
Required January 1986 a Scale 1 teacher of Computer Studies to teach to CSE/O level. The teacher would also be required to offer some Maths.
Further details available from the school (SAE). Apply by letter to the Headteacher including CV and names and addresses of two referees.
No Closing date.
An Equal Opportunity Employer. (93847) 132022

BERKSHIRE
MAIDEN ERLEIGH SCHOOL
Off Silvermarsh Road, Earley, Reading RG6 2HS
(11 - 16 N.O.R. 1500)
Required for January 1986, a Scale 1 Teacher of Craft, Design and Technology, Scale 1, to join a successful and well established department. The department is gradually changing its courses to a multi-material problem solving approach and the person appointed should view C.D.T. in its widest applications. A working knowledge of computers and CNC/CAD would be an advantage.
Apply by letter giving experience, interests, a curriculum vitae, names and addresses of two referees and including a stamped addressed envelope, to the Headmaster.
No Closing Date.
An Equal Opportunity Employer. (93218) 132122

BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, Near Reading RG7 1SP
Comprehensive N.O.R. 870
Required January 1986, a Teacher of Craft

SECONDARY ENGLISH
continued

EAST SUSSEX
THOMAS PEACOCKE SCHOOL
The Grove, Rye TN31 7NQ
Comprehensive mixed, 11 - 18.
Roll: 1,260
From January 1986: temporary teacher of English (Scale 1) for one term to cover General Studies.
Application forms (see please) from the Head Teacher. (14230) 132422

ESSEX
LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6DD
Tel: Basildon 43871
Roll 1153
TEACHER OF ENGLISH, SCALE 1
For January, 1986: to CSE level (2 terms initially).
Letter plus c.v. and names of two references to Headteacher (foolscap s.a.e. please).

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
Tel: (0375) 672001
(Roll 910: 6 f.e.: 11 - 16)
ENGLISH TEACHER, SCALE 1
Required January, 1986, a specialist to cover examination classes for staff on leave of absence.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (53054) 132422

HAMPSHIRE
ROBERT MAY'S SCHOOL
West Street, Odiham.
Hamshire
(Comprehensive Mixed 11-16)
(G.C.E. 1088
Scale 1 posts
3 Teachers of English required from January 1986 or as soon as possible thereafter to be members of a very active English department.
Please apply to the Headteacher with C.V. and the names of two educational referees. (93356) 132422

HARINGEY
Progress with Humanity

SCHOOL OF ST. DAVID & ST. KATHERINE
Whittington Avenue, London N8 7DT
Tel: 01-348 6289
Headmaster: D.F. Cavsen, B.Sc.
Church of England Voluntary Aided Mixed 11 - 18 Comprehensive School
Required as soon as possible, a teacher for a permanent post on three days a week, with a view to full time, with a fully specialist qualification in English and a willingness to contribute to the general development across the curriculum.
Closing date: Friday, 13th December, 1985.
London Allowance (£1038) payable. (93666) 132422

HAVERING
LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Sutton Lane, Hornchurch RM12 6RT
(Roll 905 Mixed)
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for January 1986 or as soon as possible thereafter, Scale 1 Teacher of English and Boys' P.E.
This is a temporary appointment for two terms in the first instance. There are excellent facilities at the school and both departments will provide successful candidates with very useful experience. The timetable is weighted towards English but applications from any subject would be considered.
Sanders Draper School is conveniently situated to Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 22nd November 1985. (93375) 132422

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD18 7JF
Roll: 1050 boys, 250 in 6th form
Required January, well equipped graduate to teach English throughout the school. Excellent facilities including purpose built Theatre. Scale 2. London fringe allowance £364. Accommodation available.
Apply immediately to Headmaster with full details of qualifications and interests together with the names of two referees. (93071) 132422

HILLINGDON
LONDON BOROUGH OF HILLINGDON

TOWNMEAD SCHOOL
Wise Lane, Mill End, Rickmansworth, Middlesex
Number on roll: 576 14 in sixth form
Headteacher: C. Leon-Smith, M.A.

Required from January to April 1986 a temporary Teacher of English (Scale 1) to teach across the whole age and ability range. Drama is taught within the English department and the school has an excellent Drama centre. C.S.E., 'O' level literature, and 'A' level classes could be available for suitably qualified and experienced candidates.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (93481) 132422

HOUNSLOW
FELTHAM SCHOOL
Please see 'Other than by Subject Classification' section for detailed advertisement for Scale 1 posts. (93038) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
ANDREW MARVELL HIGH SCHOOL
Barham Road, Hull
Head: S. Alsop, B.Sc.
Required for January 1986 a make a contribution to English development across the curriculum.
[illegible] Closing date: Friday, 13th December, 1985.
Application forms available from the Head (s.a.e. please) should be returned by 18th December. (93440) 132422

KENT
COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
MAIDSTONE DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable
(11 - 18 Non-selective school 1000)
Required for January, 1986 (for two terms only) a teacher of English (Scale 1) to teach throughout the 11 - 16 age range. A small amount of Commerce is attached to this post, ability to teach typewriting useful but not essential.
Apply by letter, giving curriculum vitae and details of two referees, to the Head Teacher at the school in Belvedere Road, Whitstable, Kent (Tel: Whitstable 272263) enclosing s.a.e. for further details.

TONBRIDGE & MALLING DIVISION
CLARE PARK SCHOOL
East Malling, Maidstone ME19 6DH
Group 3/1
Required for January 1986, an English Specialist (Scale 1) to join a large, stable and active English Department, which will offer a wide range of experience with classes from Year 7 to examination level.
Clare Park is a High School of 1100 pupils age range 11 - 17 and is fully comprehensive in the first two years. Thereafter some pupils transfer by guided parental choice to Upper Schools.
Please send letter of application with CV. together with the names and addresses of two referees, to the Headmaster at the school as soon as possible. (93277) 132422

NORTHAMPTONSHIRE
KINGSWOOD COMPREHENSIVE SCHOOL
Gainsborough Road, Corby, Northants. NN18 9NS

Required for January 1986.

TEMPORARY APPOINTMENT.

FULL-TIME TEACHER OF ENGLISH to teach in years 1 to 3. In this 11 - 18 comprehensive of 950 pupils. Initially for one term: second subject an advantage.

Please apply to the Headmaster enclosing full curriculum vitae and the names and addresses of 2 referees.

Closing date 16 December 1985. (93207) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HAINAULT HIGH SCHOOL
Hainault Road, Essex IG7 5DD
Tel: 01-500 3254
Head: J.I. Westbury, M.Ed. Dip.Th.

Required for January 1986 or as soon as possible thereafter:

a teacher of ENGLISH to 'A' level for this 11 - 18 comprehensive school.

The post is on Scale 1 with London Allowance.

Please apply in writing to the Head as soon as possible giving full particulars and the names and addresses of 2 professional referees.

NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, London E11 2DB
Tel: 01-989 9052
Head: Michael Wootton

We are seeking an enthusiastic

ENGLISH TEACHER

Scale 1 plus Outer London Allowance).

to prepare established classes for 'O' level and C.S.E. examinations. This appointment is from January 1986, commencing January 1986, but a teacher willing to work slightly under full time would be considered.

Please apply in the first instance by letter, giving full personal particulars, the names and addresses of two professional referees. For further information, or for an informal discussion about the vacancy, please telephone the Headmaster. (154241 - 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex IG8 7DB
Tel: 01-504 8618
Head: Mrs K. Hughes, B.A.

Required for January 1986:

a temporary teacher of ENGLISH to cover maternity leave;

a temporary teacher of MATHEMATICS for this 11 - 18 mixed, fully comprehensive school.

Both posts are on Scale 1 with Outer London Allowances.

Please apply in writing to the Head as soon as possible, giving full details of qualifications and experience, and the names and addresses of two referees.

SANDWELL
METROPOLITAN BOROUGH COUNCIL

TIVIDALE COMPREHENSIVE SCHOOL
(11 - 18 Comprehensive)

Required January 1986 or as soon as possible thereafter.

TEACHER OF ENGLISH - SCALE 1 (2 posts).

Required to teach throughout the ability range. An ability to teach Drama an advantage but not essential.

Application forms and further details available from and returnable to Head Teacher, Lower City Road, Tividale, Warley, West Midlands. Closing date 16th December 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (154258) 132422

STOCKPORT
Required for January 1986
TEACHER - English (Temporary)
Scale 1 Ref 2840
HAZELGROVE HIGH SCHOOL
Jacksons Lane, Hazel Grove, Stockport SK7 5JU
Tel: 061-456 4888
A suitably qualified and experienced teacher required for the remainder of the academic year in this 11 - 18 Comprehensive School to teach mixed ability English in years 7 to 9, with possibility of 'A' level work for a suitable candidate. English, drama, English Language 16+ in Years 4/5 with the possibility of 'A' level work for a suitable candidate. Previous examination level experience essential.
Application forms and further details obtainable (by telephone) from and returnable to the Headteacher, quoting reference, by 16th December 1985.
An Equal Opportunities Employer. (92897) 132422

WILTSHIRE
EDUCATION COMMITTEE

WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
Tel: Swindon (0793) 852131

A co-educational comprehensive school for 11 - 18 year olds.

Temporary full-time teacher of English for two terms from 1st January to 31st August, 1986.

Applications by letter, enclosing the names and addresses of two referees to the Headmaster at the school. S.A.E. Please. (93488) 132422

Geography
Scale 2 Posts and above

BUCKINGHAMSHIRE
BUCKS/WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
BIERTON ROAD EARLASE'S SCHOOL (BOYS)
West Street, Marlow SL7 3BR
Head: Mr. R. Smith, J.P., M.Ed.
Roll: 510 Boys including 150 in 6th form
Required for Easter 1986, a graduate to teach throughout the school, and economics in the 6th form. Scale 2 post for suitably qualified candidate.
Application forms obtainable from the Headteacher on receipt of a stamped addressed envelope, to be returned by 20 December 1985. (93699) 132620

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HALIFAX HIGH SCHOOL
Moorbottom Road, Illingworth, Halifax HX2 9SU
Required from April 1986 for two years, one temporary teacher to apply temporary teacher of GEOGRAPHY (Scale 1).
Letters of application to the Headteacher by 16th December 1985 giving full details of qualifications and experience, and naming two colleagues of two referees.

Calderdale MBC is committed to the principle of equality of opportunity and service provision and to the elimination of discrimination on grounds of sex, race, colour, ethnic or national origin, creed, disability, marital status or domestic circumstances.

Application forms and further details from Personnel Section, Town Hall, Halifax HX1 1UJ. Telephone Halifax (0422) 57151 ext. 2222 (24 hour answering service). Please quote reference number. Closing date for completed forms 20th December 1985. (93497) 132422

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1UH
Tel: Rotherham 864100
Required from 1st December 1985. Graduate teacher of Geography (Scale 1) with additional post to cover a member of staff on maternity) Ability to teach throughout age and ability range up to and including 'A' level would be desirable. Geography is a strong Department and there are well established courses at all levels.
Further details and forms of application from the Headmaster to whom completed forms should be returned as soon as possible. (93357) 132622

HOUNSLOW
THE ELTHAM SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0191
(11 - 18) Co-educational Comprehensive School
Number on roll 1250 (Sixth Form 190)
Head Teacher: Paul M. Grant, B.Sc., Dip.Ed.
Required January 1986 for one/two terms a Geography Teacher, Scale 1 (full or part time).
A Geography teacher able to teach a full range of ages and abilities is required to join a large and successful department. Geography is taught at all levels from 1st year and includes modules in City and Guilds 365. From early 1986 Feltham School will be housed mainly in new buildings. As a Community School Feltham offers excellent possibilities for a resourceful teacher, keen to be very member of staff contribution to the life and work of a very large school.
LONDON ALLOWANCE PAYABLE £678
Letters of application (no forms) to the Headteacher within seven days, giving details of qualifications, experience and the names and addresses of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (93040) 132622

SURREY
EDUCATION COMMITTEE
BISHOP REINDORP CHURCH OF ENGLAND AIDED SCHOOL
Larch Avenue, Guildford GU1 1JY
(13 - 18 Mixed Comprehensive)
GEOGRAPHY TEACHER, SCALE 1
Required for January 1986 for two terms. A permanent post with opportunities for sixth form teaching might be available for a suitable candidate.
Further details from the Headmaster, Tel: Guildford 37373. (02880) 132622

WEST SUSSEX
HAZLEWICK SCHOOL
Three Bridges, Crawley, Sussex RH10 1NP
SCALE 1 - GEOGRAPHY
Required for January, for Spring and Summer terms only, a graduate teacher of Geography in this well-established (2 - 18 coeducational comprehensive school) the ability to offer Geology would be a distinct advantage.
Forms and details from Headmaster on receipt of S.A.E. Closing date 14 days after appearance of advertisement. (93456) 132622

History
Heads of Department

EAST ESSEX
THE CAVENDISH SCHOOL
Elgin Road, Eastbourne BN21 1QE
Comprehensive mixed, 11 - 16.
Roll: 800
From April or September 86: A Head of History (Scale 2) A well qualified, committed and enthusiastic teacher of History and related subjects.
Relocation approved cases.
Application forms (see please) from the Head Teacher. (93457) 132618

Scale 1 Posts

BARNET
LONDON BOROUGH OF BARNET
HENDON'S COLLEGE
Bonsor Lane, Finchley, London N12 0DR
Tel: 01-346 1407
(11 - 18 Comprehensive Roll 2000 Sixth Form 180. 5 form entry
Required September, 1986, or earlier if available, teacher of History (Scale 1) to teach throughout the school to 'A' level and to be an active member of the Department.
Knowledge of Economics and Politics desirable.
Generous expenses and relocation allowances available.
Further details and application forms from Head Teacher to be completed forms should be returned as soon as possible.
Hendon School is an Equal Opportunities Employer. (93397) 132622

BROMLEY
LONDON BOROUGH OF BROMLEY

ROCK HILLS SCHOOL
Anerley Road/William Booth Road, Anerley, London SE20 8SQ

Tel: 01-778 8510

Required for January 1986, or as soon as possible thereafter a Permanent or Temporary teacher of Home Economics (scale 1) at this 11 - 16 old style comprehensive school.
Some teaching of Child Development would be required.

The subject is a popular one, and courses are well supported at C.S.E. and 'O' level. Temporary part-time appointment a possibility for suitable candidate.

Application forms and further particulars obtainable from the Headteacher at the school (please telephone), to whom completed forms should be returned by 13th December 1985. (92861) 133022

DERBYSHIRE
See Derbyshire Display Advt. post reference AE/387 Page 51. (93545) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford DA1 2NT
Required beginning of Summer Term 1986, well-qualified teacher of German to teach subject to 'O', 'A', and Cambridge level.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible. (93569) 133020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford DA1 2NT
Required beginning of Summer Term 1986, well-qualified teacher of German to teach subject to 'O', 'A', and Cambridge level.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible. (93569) 133020

LONDON
MARIA FIDELIS CONVENT SCHOOL
Camden Hill Road, London NW3 7TA
Tel: 01-387 3856
REQUIRED FROM JANUARY 1986 - HISTORY DEPARTMENT - initially for one term.
An enthusiastic History teacher Scale 1 to work mainly with Lower School but where active curriculum development is taking place.
Maria Fidelis Convent School is a five form entry girls' school. Conveniently situated within a few minutes walk of both Euston and King's Cross stations.
Application form available from the Headmistress. Letter Fidelis Convent [illegible]

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14 7HG
Roll 1,500
Required for Easter 1986, or as soon as possible thereafter, teacher for 2 or 3½ days per week. Some examination work.
Further information on application.
London Allowance of £1,058 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms are obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish.
Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview.
Travelling Expenses will be paid to shortlisted candidates only. (93468) 133022

Home Economics
Heads of Department

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
QUEEN'S SCHOOL
Wisbech, Cambs.
Headmaster: Mr. J.H. Pierce, B.Sc.
Required for September 1986:

An enthusiastic and experienced teacher to act as Head of the Home Economics Department (Scale 3) of the Queen's School, Wisbech. The school, which has been formed by the amalgamation of the existing Queen's and Nene Girls' Schools, will be in a Group 3 building and comprehensive in character. The new school will be housed on the existing Queen's Girls' School site.
There has been considerable and substantial investment in the new building programme and the existing buildings will include the provision of specialist new suite of Home Economics rooms. The post offers an exciting and challenging opportunity for a teacher with drive and imagination.
Forms of application and further details available from the Business Area Education Officer, Education Room, Council Offices, Hill Row, Peterborough PE1 1XJ (only first class). Closing date 16th December. (93348) 132618

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14 7HG
Roll 1,500
Required for Easter 1986, or as soon as possible thereafter, teacher for 2 or 3½ days per week. Some examination work.
Further information on application.
London Allowance of £1,058 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms are obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish.
Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (93468) 133022

HOUNSLOW
FELTHAM SCHOOL
Please see 'Other than by Subject Classification' section for detailed advertisement for Scale 1 posts. (93051) 133022

HOUNSLOW
FELTHAM SCHOOL
Please see 'Other than by Subject Classification' section for detailed advertisement for Scale 1 posts. (93038) 133022

Mathematics
Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
STOTTERSLOW HIGH SCHOOL & COMMUNITY COLLEGE
Putteridge Road, Luton, Beds.
Tel: 415791
Required for Easter 1986, Head of Mathematics Department, ideally giving full c.v. and names and addresses of two professional referees.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (93061) 133422

BARNET
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LE
Tel: 01-368 8777
Mixed Comprehensive. Roll 2571. 11 - 16. 6 form entry.
Required SPRING and SUMMER TERMS, 1986, temporary qualified teacher of MATHEMATICS/COMPUTER STUDIES. Scale 1, pending arrival of permanent member of staff in September, 1986.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (93226) 132422

BEDFORDSHIRE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Wyvern Hill Road, Luton, Beds.
Tel: 597195
(11 - 18 mixed)
Required for 1.86 a teacher of Mathematics, Scale 2 post available for experienced applicant. Advanced teaching available.
Applications to be sent as soon as possible to Clerk to the Governors, enclosing curriculum vitae and testimonials and marked 'Applications'. (93061) 133422

BIRMINGHAM
CITY COUNCIL
An Equal Opportunities Employer

EDUCATION DEPARTMENT

SIR WILFRID MARTINEAU SCHOOL
Grassel Lane, Tile Cross, Birmingham B33 9UE

Tel: 021-779 3011

Scale 1

Temporary teacher of Mathematics required for a term from January 1986. Ability to take intermediate ranges up to and including 'A' level as one of a team of specialists.

Closing Date 20th December 1985.

Application form and further particulars available from the Headteacher of the school enclosing s.a.e. (93894) 133422

BRENT
(LONDON BOROUGH OF
PRESTON MANOR (MIXED)
HIGH SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Tel: 01-204 1668)
(1,250, Small intake modern facilities in all subjects)
Required from January 1986 TEACHER OF MATHEMATICS (Scale 1). The person appointed would be expected to teach throughout the school, including some 'A' level work as well as 'O' level and CSE. This is a successful department with a large number of pupils undertaking Mathematics to the 6th Form. This position is to cover Maternity leave.
Required as soon as possible a TEACHER OF MATHEMATICS AND SCIENCE (Scale 1) to teach up to GCE 'O' level though the postholder's main commitment would be in the first three years. The post has a large number of well equipped laboratories and extremely successful Science and Maths teams. Specialist assistance with GAMES would be an advantage. The post would be suitable for a graduate.
London Allowance of £1,058 per annum is payable.
Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-Cultural Education. Unless otherwise stated application forms (see) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (93486) 133422

CHESHIRE
EDUCATION COMMITTEE

ELLESMERE PORT CATHOLIC HIGH SCHOOL
Capenhurst Lane, Ellesmere Port, South Wirral L65 7AQ
Tel: 051-355 2373

Required for January 1986, or as soon as possible after:

MATHS SPECIALIST, SCALE 1: permanent post. Sixth Form work could be available for a suitably qualified candidate. This post would be suitable for either an experienced teacher or for a new entrant to the profession. A temporary appointment could also be considered.

Apply immediately to the Headteacher. (93258) 133422

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from out-side the County.
TOWEY SCHOOL
Windmill, Towey, Coruawall PL26 7HE
Group 10. No. On Roll 860
MATHEMATICS
Required 3 TEACHERS: SCALE 1
Required for September 1986 a full-time, permanent teacher of Mathematics. Duties for Studies, both to 'O' level if possible. An interest in the wider implications of Computer Education for all pupils would be an advantage. Post from 7th April 1986.
Further details from (see please), and letters of application to, the Headteacher immediately giving full c.v. and names and addresses of two professional referees.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (93061) 133422

BARNET
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LE
Tel: 01-368 8777
Mixed Comprehensive. Roll 2571. 11 - 16. 6 form entry.
Required SPRING and SUMMER TERMS, 1986, temporary qualified teacher of MATHEMATICS/COMPUTER STUDIES. Scale 1, pending arrival of permanent member of staff in September, 1986.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (93226) 132422

BRENT
(LONDON BOROUGH OF
PRESTON MANOR (MIXED)
HIGH SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Tel: 01-204 1668)
(1,250, Small intake modern facilities in all subjects)
Required from January 1986 TEACHER OF MATHEMATICS (Scale 1). The person appointed would be expected to teach throughout the school, including some 'A' level work as well as 'O' level and CSE. This is a successful department with a large number of pupils undertaking Mathematics to the 6th Form. This position is to cover Maternity leave.
Required as soon as possible a TEACHER OF MATHEMATICS AND SCIENCE (Scale 1) to teach up to GCE 'O' level though the postholder's main commitment would be in the first three years. The post has a large number of well equipped laboratories and extremely successful Science and Maths teams. Specialist assistance with GAMES would be an advantage. The post would be suitable for a graduate.
London Allowance of £1,058 per annum is payable.
Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-Cultural Education. Unless otherwise stated application forms (see) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (93486) 133422

Humanities
Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY

BEAVERWOOD SCHOOL FOR GIRLS
Beaverwood Road, Chislehurst, Kent BR7 6HE

Required for January 1986, a teacher of Humanities, Scale 1, (Geography, History or R.E.) to join a lively and developing faculty. This is a temporary appointment for one term.

Application forms and further details available from the Headmistress at the school, (foolscap s.a.e. please), to whom completed forms should be returned by 15th December 1985. (02865) 133022

LONDON
MARIA FIDELIS CONVENT SCHOOL
(Comprehensive)
24 Phoenix Road, London NW1 1TA
Required from January 1986 to apply for a teacher for general Humanities subjects in the Lower School.
Maria Fidelis Convent School is a five form entry girls school.
Conveniently situated within a few minutes walk of both Euston and King's Cross stations.
Application form available from: The Headmistress. Telephone: Fidelis Convent School. (93852) 133022

Scale 2 Posts and above

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 977.
Sixth Form 157
London Allowance £678
Payable.
Nearest tube station High Barnet
Required January, 1986, for one term only, qualified temporary teacher of MATHEMATICS preferably to GCE A-level. Possibility of Scale post for suitable applicant.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (93695) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALECLIFFE
TREASEY SCHOOL
London Road, Faversham
Co-educational 11 - 17. Roll 1540
Required April 1986 well qualified and experienced teacher to be second in Mathematics Department. Scale 3, to support and share responsibility with Head of Department. Enthusiastic and innovative teacher with particular interest in practical and investigative Mathematics is sought. Pupils currently following courses G.C.S.E., 'O' level, C.S.E., C.P.V.E., city and Guilds 365 and 'A' level.
Applications forms and further details from the Head Teacher s.a.e. Please. (93565) 133420

WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick

Tel: (0926) 493803

(Well established co-educational comprehensive school of 1500 pupils including Sixth Form of 150. Situated on an outstanding site near to the river. Castle and County Town).
Required for April 1986, 'Second' in the Mathematics Department Scale 3. This is a senior appointment in a large Mathematics Department of high standards, with courses to 'A' level and CSE and including 'Oxbridge' entry. Applications are invited from Graduate Teachers or Mathematics, with appropriate and successful teaching experience, to participate in the management of this major and successful Department.

Further information and application form available from the Head to whom completed forms should be returned as soon as possible.

Warwickshire is an equal opportunity employer. (14648) 132420

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Bangerford Road, Bristol BS4 5NY
Tel: Bristol 775661
Required on 1st January 1986, part-time specialist Mathematics teacher to cover maternity leave. Mathematics is taught at present to CSE, 'O' and 'A' level and you will be expected to teach across the 11 - 16 age range. Ability to teach 'O' level Statistics an advantage. Fixed term contract to 7th April 1986.
Further details from (see please), and letters of application to, the Headteacher immediately giving full c.v. and names and addresses of two professional referees.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (93061) 133422

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Teaching/Lecturing Vacancies

Applications are invited for the following posts to commence as soon as possible.

CENTRAL OFFICE APPOINTMENTS
(The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN).

SERVICE FOR THE HEARING IMPAIRED
Applications are invited from qualified Teachers of the Deaf to join the Service for the Hearing Impaired to work initially in the following posts:-

1. **Teacher-in-Charge, Olchfa Comprehensive School, Swansea.**
The person appointed will be responsible for the day to day running of the Unit for the Hearing Impaired. The pupils range in age from 11-18 and an exclusively oral approach is used. This is a half-time post. SCALE 2 + S.C.A. for qualified teachers of the deaf. (Post ref: 3.47.85).
2. **Assistant Teacher — Cwrt Sart Comprehensive School, Neath.**
The person appointed will work alongside the Teacher-in-Charge of the Unit for the Hearing Impaired. The pupils range in age from 11-16 and an exclusively oral approach is used. This is a half-time post. SCALE 2 + S.C.A. for qualified teachers of the deaf. (Post ref: 5.47.85).
3. **Assistant Teacher — Sandfields Comprehensive School, Port Talbot.**
The person appointed will work alongside the Teacher-in-Charge of the Unit for the Hearing Impaired. The pupils range in age from 11-16 and some have additional handicaps. A total communication approach is used with sign supporting English as the manual component. This is a half-time post. SCALE 2 + S.C.A. for qualified teachers of the deaf. (Post ref: 5.47.85).

Applications will also be considered from qualified and experienced teachers who are prepared to undergo the necessary training. These appointments would be at SCALE 1 + S.C.A. until the necessary qualification is obtained.

Application forms and further particulars for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN on receipt of a large stamped addressed envelope quoting the above post reference.

The CLOSING DATE for receipt of completed applications is THURSDAY, 19th DECEMBER, 1985.

Application forms and further details for the following posts must be obtained from the appropriate College/School.

Swansea College, Tycoch Road, Sketty, Swansea, SA2 9DB.
DIRECTOR of STUDIES —
HEAD OF DEPARTMENT GRADE IV
Applications are invited from persons of suitable qualification and experience to join the management team in the tertiary college. The successful candidate will be responsible for the Study Programme across the whole college. (Post ref: 6.47.85).

Cefn Hengoed Comprehensive School, Caldicot Road, Winch Wen, Swansea, SA1 7HX. (MIXED) (1200 on roll) (Age Range 11-16)
HEAD of FRENCH. An Honours Graduate with suitable experience and enthusiasm is required for this important post. SCALE 3. (Post ref: 7.47.85).

Application forms and further particulars can be obtained from the appropriate College/School concerned on receipt of a large stamped addressed envelope quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 19th DECEMBER, 1985.

JOHN BEALE, DIRECTOR OF EDUCATION (15122)

Secondary Teachers

Required for January

Applications are invited from teachers in all subject areas (but particularly Maths, English, Science, Humanities) for temporary, two term (full or part time) posts. Possibility of Scale 2 being available in some cases.

The Authority will also consider candidates who can only accept a one term appointment.

Application form available on receipt of a s.a.e. from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Ref. S/692

AN EQUAL OPPORTUNITY EMPLOYER
Applications are considered on the basis of ability, irrespective of sex, marital status, disability, race, creed or trade union activity.

Waltham Forest (15122)

SECONDARY MATHEMATICS
continued

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for January 1986:
Temporary Teacher of Mathematics Scale 1 to teach throughout the age and ability range including 'A' level. The post is available until August 1986. The successful candidate will join a large team of specialists.
Further details and forms of application from the Headmaster to whom completed forms should be returned as soon as possible. (932191) 133422

DYFED
COUNTY COUNCIL
Required for as soon as possible
GRENDIKLL COMPREHENSIVE SCHOOL
Heywood Lane, Tenby
Applications are invited for a temporary appointment possibly for two terms for an ASSISTANT TEACHER, Scale 1) to teach MATHEMATICS to Years 1 to 5 including C.S.E./O Level.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 19th December, 1985.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH. (142637) 133422

HERTFORDSHIRE
THE HALSEY SCHOOL
Pynecroft Road, Hemel Hempstead
TEL: Hemel Hempstead 55466
A 8d/1f
11 - 18 mixed all-ability comprehensive
Required from January, 1986 or as soon as possible thereafter, Mathematics teacher, Scale 1 plus London Allowance. The Mathematics Department plans courses for pupils of all levels of ability including two C.R.E. Mode 3/2 examinations plus 'O' and 'A' levels. The successful candidate will be required to teach throughout the school.
Please apply by letter with curriculum vitae and the names and addresses of two referees to the Headmaster of the school. (93333) 133422

HERTFORDSHIRE
WESTFIELD SCHOOL
Tolpits Lane, Watford WD1 8NE
Roll: 900 girls all ability.
Tel: Watford 31560
Required January (initially for two terms but appointment may become permanent) full or part time teaching until August 1986 in mathematics across the ability range.
Candidates should have a specialism in mathematics and be able to become involved in extra-curricular activities.
Further details available from Acting Headmistress to whom applications should be sent including brief letter, curriculum vitae and names, addresses and telephone numbers of two professional referees (only one if current school). (85658) 133422

HOUNSLOW
RE-ADVERTISEMENT
THE FELTHAM SCHOOL
Browells Lane, Feltham, Middlesex TW13 7EF
Applications are invited for a temporary appointment possibly for two terms for an ASSISTANT TEACHER, Scale 1) to teach MATHEMATICS to Years 1 to 5 including C.S.E./O Level.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 19th December, 1985.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH. (142637) 133422

HERTFORDSHIRE
THE HALSEY SCHOOL
Pynecroft Road, Hemel Hempstead
TEL: Hemel Hempstead 55466
A 8d/1f
11 - 18 mixed all-ability comprehensive
Required from January, 1986 or as soon as possible thereafter, Mathematics teacher, Scale 1 plus London Allowance. The Mathematics Department plans courses for pupils of all levels of ability including two C.R.E. Mode 3/2 examinations plus 'O' and 'A' levels. The successful candidate will be required to teach throughout the school.
Please apply by letter with curriculum vitae and the names and addresses of two referees to the Headmaster of the school. (93333) 133422

HERTFORDSHIRE
WESTFIELD SCHOOL
Tolpits Lane, Watford WD1 8NE
Roll: 900 girls all ability.
Tel: Watford 31560
Required January (initially for two terms but appointment may become permanent) full or part time teaching until August 1986 in mathematics across the ability range including 'A' level. The post is available until August 1986. The successful candidate will join a large team of specialists.
Further details and forms of application from the Headmistress to whom completed forms should be returned as soon as possible. (932191) 133422

OXFORDSHIRE
COUNTY COUNCIL
OXFORD SCHOOL
Glanville Road, Oxford
Group 10. Roll 680 (130 in Sixth Form)
Required for January 1986 or as soon as possible thereafter, a well-qualified Mathematician to join a successful team of five in a Boys' Upper School with well-developed examination courses and who is able to teach across the full range including Sixth Form Pure and Applied Mathematics. Further details available.
Apply by letter with full CV to the Headteacher as soon as possible. SAE please. (933941) 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WOODBRIDGE HIGH SCHOOL
See main advert under Secondary - Maths, Scale 1 Posts (93576) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed comprehensive)
1,000 pupils aged 11 - 16)
Headmaster: J.R.W. Oliver, M.A.
Required from January 1986 or as soon as possible a teacher of MATHEMATICS (Scale 1) plus Outer London Allowance of £678 p.a. A full-time PERMANENT post is available for suitably qualified teacher but applications from part-time teachers will be considered.
The Mathematics Department, which has its own suite of class-rooms, has a long tradition of good examination results.
The school, which is expanding rapidly, is in a very attractive area with its own grounds standing to the bank of the River Thames.
Applicants may telephone (01-943 0033 or 01-943 3,000) for information or to arrange an informal visit to the school.
Please phone the Headmaster of the School for an application form. (02856) 133422

SURREY
COUNTY COUNCIL
GUILDFORD COUNTY SCHOOL
(13 - 18 Mixed Comprehensive)
Stephen Avenue, Guildford GU1 1PT
MATHEMATICS TEACHER SCALE 1
Required for January 1986 for two terms. Possibility of permanent post with opportunities of Sixth Form teaching would be available for a suitable candidate.
Further teaching would be available for a suitable candidate.
Further details from the Headmaster. Tel: Guildford 37573. (02899) 133422

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton, Surrey SM5 1RW
Tel: 01-644 1151
MATHEMATICS TEACHER Scale 1
A well qualified teacher to teach mathematics throughout the school. A specialist knowledge of computing is desirable. Experience of extra-curricular pursuits are essential. Please state these.
Applications to the Headteacher, Mr. Baker, with curriculum vitae and names and addresses of two referees. (93333) 133422

SUTTON
LONDON BOROUGH OF SUTTON
THE JOHN FISHER SCHOOL
Purley Hill, Purley, Surrey CR8 3YS
Tel: 01-660 4355
MATHEMATICS - SCALE 1
Required for January 1986, a specialist teacher of Mathematics. An ability to teach some computing will be useful and there will be opportunity to teach both subjects to 'A' level. A willingness and ability to assist with rugby and hockey would be an advantage. Outer London Allowances is payable and there is the possibility of help with removal expenses if necessary.
Application by letter with full c.v. and names and addresses of two referees to the Headteacher, to be received as early as possible. Enquiries are welcomed. (93581) 133422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR WILLIAM HERSCHEL SCHOOL FOR GIRLS
Colworth Road, Leyton E11
Head: Mrs. Brooke-Smith
Required for January -
MATHEMATICS TEACHER
SCALE 1 + Outer London and Social Priority Allowances)
Required in this 11 - 18 mixed comprehensive specialist girls' school (1,000 pupils) to teach Mathematics throughout the 11 - 18 age range. Some early computer studies could be offered.
Early application by letter, CV and names and addresses of two referees to the Headteacher. (Ref. No. 232/31) 133422

WARWICKSHIRE
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth CV12 9BA
Tel: Bedworth (0203) 312308
Required for the Spring and Summer Terms teacher of MATHEMATICS. Work up to C.S.E. level is available, but the timetable could be suitably adapted for a primary trained general teacher.
Applications by letter should be sent to the Headmaster as soon as possible.
Warwickshire is an equal opportunity employer. (930441) 133422

WEST SUSSEX
OATHALL SCHOOL
Applesdore Gardens, Haywards Heath, West Sussex RH16 2AQ
11-16 Mixed Comp. NOR 1100
Required January 1986, a teacher of Mathematics (Scale 1) to join a flourishing department.
Apply by letter within 10 days of this advertisement to the Headmaster, from whom further details may be obtained.
Removal expenses in approved cases. (93354) 133422

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Frome Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 mixed comprehensive 1315 pupils
TEACHER OF MATHEMATICS Scale 1 required for January.
This is a full-time temporary post for the duration of the maternity leave of a permanent member of staff.
The School has a good reputation for Mathematics, which is taught to CSE, 'O' and 'A' level.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer. (93472) 133422

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
LEALAND HIGH SCHOOL
Sundon Park Road, Luton, Beds.
Tel: 576236
Required 1.1.86, a teacher of French and German, Scale 1, to teach to C.S.E. standard in this comprehensive school with 760 pupils aged 11 - 16. Temporary appointment to 31.8.86 in the first instance.
Application forms and further particulars obtainable from and returnable to the Head at the School, as per please. (93070) 133622

BOLTON
METROPOLITAN BOROUGH OF BOLTON OPPORTUNITIES EMPLOYER
GEORGE TOMLINSON SCHOOL
Springfield Road, Kearsley BL4 8RT
(11 - 18)
SCIENCE TEACH, SCALE 1
Temporary Teacher required from 1.1.86 to teach German with some French and maternity leave of permanent member of staff.
Equal Opportunity Employer.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 16th December, 1985. (93328) 133622

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH SCHOOL
Claremont Avenue, Kenton, Harrow, Middlesex HA3 0UR
(Tel: 01-204 4445)
(Roll: 1130)
Required as soon as possible
TEMPORARY MODERN LANGUAGES TEACHING
Owing to maternity leave, a post has been available since the beginning of November for a teacher of FRENCH (Scale 1).
The work, from Year 1 to Fifth Year CSE with a possibility of 'O' level French language, will be on a two-to-one language laboratory and the remainder in language teaching in a mixed ability group. Emphasis on the progressive. Please state possible interest in subject.
London Allowances of £1,036 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise, stated application forms (see) obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment.
Please note that separate arrangements will be made for all Shortlisted candidates to attend for interview.
Travelling Expenses will be paid to shortlisted candidates only. (93490) 133622

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
Hawkesbourne Way, South Eden Park Road, Beckenham, Kent BR3 3BP
Group 11 - 1070 boys - Roll 1,200
TEACHER OF MATHEMATICS
Required for January 1986, for two terms only, a graduate to teach French/German to CSE and O Level. Ordinary level and considerable numbers proceed to Advanced level.
Scale 2 post. London Allowance £678.
Written applications should be made to the Headmistress, enclosing full curriculum vitae and names, addresses and telephone numbers of two referees by Wednesday, 8th January 1986. (928460) 133620

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
Hawkesbourne Way, South Eden Park Road, Beckenham, Kent BR3 3BP
Group 11 - 1070 boys - Roll 1,200
TEACHER OF MATHEMATICS
Required for January 1986, for two terms only, a graduate to teach French/German to CSE and O Level. Ordinary level and considerable numbers proceed to Advanced level.
Scale 2 post. London Allowance £678.
Written applications should be made to the Headmistress, enclosing full curriculum vitae and names, addresses and telephone numbers of two referees by Wednesday, 8th January 1986. (928460) 133620

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for January 1986, Temporary Teacher of French and (if possible) German Scale 1. Teaching up to 'O' level and preferably until August 1986. The successful candidate will join a large team.
Further details and forms of application from the Headmaster, to whom completed forms should be returned as soon as possible. (933864) 133622

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HIPPERHOLME & LIGHTCLIFFE HIGH SCHOOL
Stoney Lane, Hipperholme, Halifax HX3 8TH
Required January 1986 for two terms only a temporary teacher of FRENCH (Scale 1).
Initial application by telephone to Mr. Boardman for 13th December 1985 when full details of qualifications and experience, and names and addresses of two referees.
Calderdale MBC is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (932841) 133622

DERBYSHIRE
See Derbyshire Display advert post reference A/E/5/6 Page 51 (93245) 133622

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for January 1986, Temporary Teacher of French (Scale 1). To cover maternity leave. Possibility of part-time appointment.
Further details and forms of application from the Headmaster, to whom completed forms should be returned as soon as possible. (933864) 133622

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
NORTH HALIFAX HIGH SCHOOL
Moorbottom Road, Illingworth, Halifax HX2 9SU
Required from April 1986 for one term only, a temporary teacher of FRENCH (Scale 1).
Letter of application to the Headteacher by 13th December 1985 giving full details of qualifications and experience, and names and addresses of two referees.
Calderdale MBC is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (932841) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford DA1 2NT
Required beginning of Summer Term 1986, well-qualified teacher of German able to teach subject to 'A' level and Oxbridge level.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible. (933701) 133622

SURREY
EDUCATION COMMITTEE
BISHOP WINNINGTON CHURCH OF ENGLAND AIDED SCHOOL
(13 - 18 Mixed Comprehensive)
Heron Avenue, Guildford GU1 2AD
SPANISH AND FRENCH TEACHER SCALE 1
For two terms. A permanent post with opportunities for sport available for an applicant willing to assume some responsibility for Spanish teaching.
Further details from the Headteacher (Tel: 0483 504491) to whom completed forms should be returned as soon as possible. (93565) 133622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR WILLIAM HERSCHEL SCHOOL FOR GIRLS
Colworth Road, Leyton E11
Head: Mrs. Brooke-Smith
Required for January -
MATHEMATICS TEACHER
SCALE 1 + Outer London and Social Priority Allowances)
Required in this 11 - 18 mixed comprehensive specialist girls' school (1,000 pupils) to teach Mathematics throughout the 11 - 18 age range. Some early computer studies could be offered.
Early application by letter, CV and names and addresses of two referees to the Headteacher. (Ref. No. 232/31) 133422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for January 1986
LEIGH ST MARY'S RC HIGH SCHOOL
Manchester Road, Astley M29 7ES
Tel: Atherton 884144
11 - 18 Mixed comprehensive
MUSIC SCALE 1
Temporary two term appointment.
Apply immediately to the Headteacher at the school (Tel: 0942 884144 please). Ref. 3439 (93566) 133622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR WILLIAM HERSCHEL SCHOOL FOR GIRLS
Colworth Road, Leyton E11
Head: Mr. A. Steel
Required January -
TEACHER OF MATHEMATICS
Allowances: Outer London and Social Priority Allowances
Required in this 11 - 18 mixed comprehensive specialist girls' school (1,000 pupils) to teach Mathematics throughout the 11 - 18 age range including Sixth Form. Some early computer studies could be offered.
Early application by letter, CV and names and addresses of two referees to the Headteacher. (Ref. No. 232/31) 133422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for January 1986
LEIGH ST MARY'S RC HIGH SCHOOL
Manchester Road, Astley M29 7ES
Tel: Atherton 884144
11 - 18 mixed comprehensive
MATHEMATICS SCALE 1
Temporary two term appointment.
Apply immediately to the Headteacher at the school (Tel: 0942 884144 please). Ref. 3439 (93566) 133622

Scale 2 Posts and above

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
STAFF RHYMNEY VALLEY COMPREHENSIVE SCHOOL
Required for April 1986 or as soon as possible, a
Enthusiastic Qualified Teacher of FRENCH with supporting GERMAN or of GERMAN with supporting FRENCH to join a small but progressive department with courses to C.S.E., 'O' and 'A' level. Applicants should be dynamic to graded objectives and have a high level of oral proficiency. A willingness to help service pupils' clubs and exchanges essential. Scale 2 (or suitably qualified and experienced) candidates.
Application forms to be returned by 3rd January, 1986, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, District Education Office, Caerphilly Road, Ystrad Mynach, Hengoed, Mid Glamorgan.
CANVASSING WILL DISQUALIFY.
K.S. HOPKINS DIRECTOR OF EDUCATION. (142555) 133620

SOUTH GLAMORGAN COUNTY COUNCIL
Required for January 1986:
HOWARDIAN HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE) 5 FORM ENTRY
WELSH: SCALE 1 (part time)
Applications are invited from qualified teachers of Welsh for a part-time (half time) post to teach Welsh to Years 1-3. Temporary for two terms.
WILLOWS HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE) 6 FORM ENTRY
ENGLISH: SCALE 1 + S.P.A.
Well qualified teacher to teach English throughout the school up to 'O' and C.S.E. standard. Temporary post for two terms.
THE COURT SCHOOL, CARDIFF
TEACHER: SCALE 1 + S.S.A.
To teach children with moderate learning difficulties in the Special School for pupils in the age range 5 to 10+. Temporary for two terms.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff, CF1 4UG, to whom applications should be returned within 10 days of the appearance of the advertisement.
Applications are welcomed from suitably qualified people, regardless of their sex, marital status, race, religion, colour or disability. (933)

Modern Languages

Scale 1 Posts

BARNET
(LONDON BOROUGH) COPTHALL COLLEGE
Hendon Lane, Finchley, London N3 1TH
Tel: 01-346 1607
Comprehensive. Roll 930. Sixth Form 180
Required September 1986, or earlier if possible, teacher of GERMAN (Scale 1) to teach to O-level in this institution.
Successful candidate would work very successful and lively department with full range of extra-curricular activities already established.
Removal expenses up to £1,000 in approved circumstances.
Further details and application forms obtainable from Headmaster, Mr. K. Leighton, Esq., to whom completed forms should be returned as soon as possible.
Director of Educational Services. (93565) 133622

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
INSTRUMENTAL TEACHING
Required from January 1986, Teacher of Violin (part-time). This appointment is for 18 days per week to include Monday morning. Duties include teaching small groups of children in the City schools under the instrumental scheme. Experience in playing in a string orchestra is essential and a knowledge of string teaching is desirable.
Application forms and further information may be obtained from Norman Wells, Organiser for Instrumental Music, 17 Duke Street, Bradford BD1 3QX to whom completed forms should be returned by 16th December 1985.
Reference ET 119185/TES.
Bradford is an equal opportunities employer. For recruitment applications from persons in receipt of any race, sex or disability, unless otherwise stated. (934454) 133622

CITY OF COVENTRY
COVENTRY CENTRE FOR THE PERFORMING ARTS
Loanowes Avenue, CV2 6NH
Tel: 0203 418888
(Director of the Centre: Mrs. L. Hall-Smith)
Required January 1986 or as soon as possible, TEACHER OF VIOLA (Scale 1) to teach violin. Experience of working within the Suzuki philosophy and instrumental ingredients under the supervision of the Director of the Centre would be of advantage.
Primary and Secondary pupils in small groups and individual pupils either in Schools or in the Centre.
Burnham Scale 1.
Apply by letter together with full curriculum vitae and the names and addresses of two referees one of whom should be present/past employer to the Director of the Centre within 10 days of appearance of advertisement. Enclose SAE for acknowledgement if not required. Canvassing will disqualify. (93)

STATES OF GUERNSEY
STATES EDUCATION COUNCIL
SCHOOLS MUSIC SERVICE
PERIPATETIC TEACHER OF BRASS INSTRUMENTS
Required as soon as possible to teach brass instruments to join a thriving service. The post offers peripatetic teaching in the Island's Junior and Secondary schools, and work with wind bands and orchestras at the Saturday Music Centre.
Applicants should be both qualified teachers and skilled players with experience with a range of brass instruments is essential.
Salary based on Burnham Scale 1.
Further details and application forms are available from The Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 10th January, 1986. (93409) 133622

SUTTON
LONDON BOROUGH OF SUTTON
NONSUCH HIGH SCHOOL FOR GIRLS
Cheam Road, Cheam SM3 8AB
Tel: 01-394 1308
TEACHER of MUSIC
Required for the Spring and Summer Terms, a specialist qualified teacher of Music to share in the teaching of the subject throughout the selective school to ordinary and advanced levels. This vacancy is to replace a teacher of maternity leave.
Apply immediately by letter to the Headteacher at the school with c.v. and names and addresses of two referees. (93391) 133622

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for January 1986
LEIGH ST MARY'S RC HIGH SCHOOL
Manchester Road, Astley M29 7ES
Tel: Atherton 884144
11 - 18 mixed comprehensive
MUSIC SCALE 1
Temporary two term appointment.
Apply immediately to the Headteacher at the school (Tel: 0942 884144 please). Ref. 3439 (93566) 133622

Pastoral

Heads of Department

ESSEX
LOUGHTON COUNTY HIGH SCHOOL FOR GIRLS
Alderton Hill, Loughton IG10 3JB
Tel: 01-508 1173
(Roll 750)
SENIOR TEACHER - PASTORAL
Required September, 1986, or earlier for suitable candidate. Head of Lower School. Responsibilities include oversight of total academic and personal development to lower school pupils.
Apply with curriculum vitae to Headteacher at the school (foolscap s.a.e. please). (93088) 134018

EAST SUSSEX
COUNTY COUNCIL
WOLVERHAMPTON TEACHER (FULL-TIME) SCALE 1
A young enthusiastic instrumentalist required from September 1986 or earlier to teach and perform in Primary and Secondary Schools. An interest in developing ensembles and in modern teaching methods such as Rolland, Suzuki etc. will be an advantage. The successful candidate will join a large team of instrumentalists in an exciting programme of development, and will be based on the Hastings area.
Relocation grants in approved cases.
OBOE TEACHER (PART-TIME)
A temporary experienced teacher of oboe required from February or March for 2 days per week in the Crowborough and Lewes area of the County, whilst the existing holder of the post is away on maternity leave.
The ability to drive a car is essential for both posts.
Application forms and further details can be obtained on receipt of a self addressed envelope from the Headmaster. The Grammar School, Ramsey, Isle of Man (0624) 813382 to whom completed forms should be returned by 16th December, 1985. 134218

ESSEX
ELMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: Fyfield 207
(Roll 850)
ASSISTANT TEACHER, MUSIC, SCALE 1
Required for April, 1986. Rimbridge is a wholly boarding school for 11 - 16 years, stream boys (f. 16 years. Boarding duties. Allowance £2644 p.a. ***
Application forms and further particulars from the Headmaster, Mr. K. Leighton, Esq., to whom completed forms should be returned as soon as possible (foolscap s.a.e. please). (93085) 133622

ESSEX
ELMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: Fyfield 207
(Roll 850)
ASSISTANT TEACHER, MUSIC, SCALE 1
Required for April, 1986. Rimbridge is a wholly boarding school for 11 - 16 years, stream boys (f. 16 years. Boarding duties. Allowance £2644 p.a. ***
Application forms and further particulars from the Headmaster, Mr. K. Leighton, Esq., to whom completed forms should be returned as soon as possible (foolscap s.a.e. please). (93085) 133622

STATES OF GUERNSEY
STATES EDUCATION COUNCIL
SCHOOLS MUSIC SERVICE
PERIPATETIC TEACHER OF BRASS INSTRUMENTS
Required as soon as possible to teach brass instruments to join a thriving service. The post offers peripatetic teaching in the Island's Junior and Secondary schools, and work with wind bands and orchestras at the Saturday Music Centre.
Applicants should be both qualified teachers and skilled players with experience with a range of brass instruments is essential.
Salary based on Burnham Scale 1.
Further details and application forms are available from The Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 10th January, 1986. (93409) 133622

SUTTON
LONDON BOROUGH OF SUTTON
NONSUCH HIGH SCHOOL FOR GIRLS
Cheam Road, Cheam SM3 8AB
Tel: 01-394 1308
TEACHER of MUSIC
Required for the Spring and Summer Terms, a specialist qualified teacher of Music to share in the teaching of the subject throughout the selective school to ordinary and advanced levels. This vacancy is to replace a teacher of maternity leave.
Apply immediately by letter to the Headteacher at the school with c.v. and names and addresses of two referees. (93391) 133622

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for January 1986
LEIGH ST MARY'S RC HIGH SCHOOL
Manchester Road, Astley M29 7ES
Tel: Atherton 884144
11 - 18 mixed comprehensive
MUSIC SCALE 1
Temporary two term appointment.
Apply immediately to the Headteacher at the school (Tel: 0942 884144 please). Ref. 3439 (93566) 133622

Physical Education

Heads of Department

ISLE OF MAN
BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
(11 - 18 Mixed Comprehensive 770 on roll)
HEAD OF GIRLS GAMES/PE (Scale 2)
Required for 1st May, 1986 an experienced and well qualified Specialist.
Application forms and further details can be obtained on receipt of a self addressed envelope from the Headmaster. The Grammar School, Ramsey, Isle of Man (0624) 813382 to whom completed forms should be returned by 16th December, 1985. 134218

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANT'S HIGH SCHOOL
Crownhill Road, Willesden, NW10
Required as soon as possible, a qualified PE Teacher (Scale 1) with Dance as a preferred specialism and certificate to teach all other aspects of the Physical Education curriculum. Please state second subject.
A temporary appointment could be considered.
London Allowance of £1,036 per annum is payable.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (see) obtainable from Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment.
Please note that separate arrangements will be made for all Shortlisted candidates to attend for interview.
Travelling Expenses will be paid to shortlisted candidates only. (93494) 134222

CAMBRIDGESHIRE
(Equal Opportunity Employer)
AILWYN COMMUNITY SCHOOL
Ramsey, Huntingdon, Cambs.
Required for April, Teacher of Boys P.E. and Games (Scale 1) 11 - 14 lower tier comprehensive school.
Apply by letter with full c.v. and details and telephone numbers of two referees to the Acting Principal, stating additional qualifications.
This is a re- (93025) 134222

DERBYSHIRE
See Derbyshire Display advert post reference A/E/5/6 Page 51 (93245) 133622

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANT'S HIGH SCHOOL
Crownhill Road, Willesden, NW10
Required as soon as possible, a qualified PE Teacher (Scale 1) with Dance as a preferred specialism and certificate to teach all other aspects of the Physical Education curriculum. Please state second subject.
A temporary appointment could be considered.
London Allowance of £1,036 per annum is payable.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (see) obtainable from Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment.
Please note that separate arrangements will be made for all Shortlisted candidates to attend for interview.
Travelling Expenses will be paid to shortlisted candidates only. (93494) 134222

Scale 1 Posts

BARNET
(LONDON BOROUGH) COPTHALL SCHOOL
Pope Street, Mill Hill, London NW7 1EU
Girls' Comprehensive 1,150
Roll: 940, Sixth Form 150
Required JANUARY 1986, temporary qualified teacher of **GIRLS' PHYSICAL EDUCATION/JUNIOR MATHEMATICS** (Scale 1) for one term only, to cover secondment of staff.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E.
Director of Educational Services. (93564) 134222

BEXLEY
LONDON BOROUGH
CHRIST'S CHURCH SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AQ
Tel: 01-308 6811
Required for January, or as soon as possible one full time teacher of Physical Education to join an outstandingly successful Department of 7 specialists. Ability to coach Girls' Hockey and Cricket to a high standard essential.
Application forms and full job description from the Head Teacher. (92940) 134222

BIRMINGHAM
CITY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
PRIMROSE HILL SCHOOL
Shannon Road, Birmingham B35 5DE
Tel: 021-459 4481
Scale 1 Teacher of Boys P.E. required 1.1.86 pro tem/early or 1.4.86.
Closing Date 20th December 1985.
Application form and further particulars available from the Headteacher of the above school enclosing s.a.e. (92893) 134222

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANT'S HIGH SCHOOL
Crownhill Road, Willesden, NW10
Required as soon as possible, a qualified PE Teacher (Scale 1) with Dance as a preferred specialism and certificate to teach all other aspects of the Physical Education curriculum. Please state second subject.
A temporary appointment could be considered.
London Allowance of £1,036 per annum is payable.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (see) obtainable from Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment.
Please note that separate arrangements will be made for all Shortlisted candidates to attend for interview.
Travelling Expenses will be paid to shortlisted candidates only. (93494) 134222

BOLTON
METROPOLITAN BOROUGH OF BOLTON
ST. CUTHBERT'S R.C. SCHOOL
Chorley Lane, Bolton BL1 5EX
(11 - 16)
GIRLS P.E., SCALE 1
Temporary Teacher required from 1.1.86 to 5.4.86.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 16th December, 1985. (93251) 134222

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR (MIXED) HIGH SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Tel: 01-904 1668)
(Roll: 1980, Excellent modern facilities all substantial)
Required as soon as possible-For one term in the first instance, with a possibility of permanent attachment to the staff. (Scale 1) to teach BOYS P.E. and a limited amount of Maths to join the staff of this school which has a very successful range of sporting activities and opportunity.
London Allowance of £1,036 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (see) obtainable from the Headteacher returnable within 14 days.
Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment.
Please note that separate arrangements will be made for all shortlisted candidates to attend for interview.
Travelling Expenses will be paid to shortlisted candidates only. (93018) 133822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
AILWYN COMMUNITY SCHOOL
Ramsey, Huntingdon, Cambs.
Required for April, Teacher of Boys P.E. and Games (Scale 1) 11 - 14 lower tier comprehensive school.
Apply by letter with full c.v. and details and telephone numbers of two referees to the Acting Principal, stating additional qualifications.
This is a re- (93025) 134222

DERBYSHIRE
See Derbyshire Display advert post reference A/E/5/6 Page 51 (93245) 133622

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE DUDLEY SCHOOL
St. James's Road, Dudley DY1 3JB
(12 - 18 co-ed. comp. Group 11)
For January, one term only **TEACHER** of **PHYSICAL EDUCATION.**
Further details from Headteacher upon whom receipt of application with c.v., naming two referees should be sent as soon as possible. (02855) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hazelbury Road, London N9 9TN
Voluntary Aided Grammar School
Founded 1624
(Roll: 1900)
Required for January 1986, temporary teacher of BOYS' PHYSICAL EDUCATION. Ability to teach some Junior Mathematics would be an advantage.
London Allowance £678.
Letters of application (no formal) should be sent to the Headmaster at the school giving the names of two referees and stating qualifications, experience and special interests relevant to any aspect of school life.
An Equal Opportunity Employer. (93697) 134222

HAMPSHIRE
(NORTH WEST AREA)
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4SR
CRANBOURNE SCHOOL
Wessex Close, Basingstoke RG21 3HP
THE HURST SCHOOL
Brimpton Road, Baughurst RG26 5QN
FORT HILL SCHOOL
Fort Hill Road, Bishopstoke SO5 6AA
HARRIET COSTELLO SCHOOL
Crossborough Hill, London Road, Basingstoke RG21 5AL
BISHOP CHALLONER SCHOOL
St. Michaels Road, Basingstoke RG22 4DR
Tel: for application form/ further details from Headteacher of respective School. (93344) 134222

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE DUDLEY SCHOOL
St. James's Road, Dudley DY1 3JB
(12 - 18 co-ed. comp. Group 11)
For January, one term only **TEACHER** of **PHYSICAL EDUCATION.**
Further details from Headteacher upon whom receipt of application with c.v., naming two referees should be sent as soon as possible. (02855) 134222

HAVERING
LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Hornchurch, Essex
(Roll 906 Mixed)
Required January, 1986, **TEACHER OF ENGLISH AND BOYS' P.E.** Scale 1.
For further details please see our advertisement under Secondary English, Scale 1. (93377) 134222

HERTFORDSHIRE
LANGLEYBURY SCHOOL
Hunton Bridge, Nr Kings Langley, Watford
Required January for two terms, Teacher of Boys P.E. Scale 1 + London fringe allowance £564. Excellent facilities.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (93215) 134222

HOUNSLOW
THE FELTHAM SCHOOL
Browells Lane, Feltham

SECONDARY PHYSICAL EDUCATION
continued

SANDWELL METROPOLITAN BOROUGH COUNCIL

HILL TOP HIGH SCHOOL (11 - 16 Mixed Comprehensive)

Required January 1986 or as soon as possible thereafter.

Boys P.E. - Scale 1.

Temporary post for approximately two terms.

Application forms and further details available from and returnable to Head Teacher, Hill Top, West Bromwich, West Midlands. Closing date 16th December 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (13956) 134224

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT SILVERDALE SCHOOL Hollow Meadows Lane, Sheffield S11 9RT

Required from January 1986 for 2 terms a teacher of Boys P.E. (temporary). Scale 1. The ability to teach some Mathematics would be an advantage.

Application forms and further details are available from the Headteacher at the school, to whom they should be returned by 20th DECEMBER, 1985. (03201) 134222

STOCKPORT

Required for January 1986 **TEACHER - Girls P.E.** (Temporary)
Scale 1. Ref 2848
HAZEL GROVE HIGH SCHOOL
Jacksons Lane, Hazel Grove, Stockport SK7 5JX
A suitably qualified and experienced teacher required for the remainder of the academic year in this 11 - 18 mixed Comprehensive School to take the full range of works - major games, athletics, gymnastics and dance - Years 10 to 13.

Application forms and further details available by telephone) from and returnable to the Headteacher, quoting reference, by 16th December 1985.

An Equal Opportunities Employer. (02899) 134222

WEST SUSSEX

SOUTHERN AREA
ST. ANDREW'S C of E (AIDED) HIGH SCHOOL FOR BOYS Hackett Way, Worthing
Comprehensive 12 - 16, 675 on roll

Required January 1986 an Games to teach across the age and ability range. A special- ism in Basketball would be [illegible] Applications in writing with full details of qualifications and experience to the Headmaster by 20th December 1985. Interviews will be held in January 1986. (03660) 134223

NOTTINGHAMSHIRE

COUNTY COUNCIL
THE BRUNTS SCHOOL Woodhouse Road, Mansfield, Notts, NG18 5BX
Mixed 800 (13 - 18)

RELIGIOUS EDUCATION (Scale 1)

A teacher is required for January or Easter. An interest in sport and/or experience of Social and Personal Development would be an advantage. This is a permanent post but a temporary appointment may also be considered.

Application forms and further details available (s.a.e.) from the Head Teacher at the school.

An Equal Opportunity Employer. (03850) 134422

WEST SUSSEX

HAZELWICK SCHOOL Three Bridges, Crawley, Sussex
SCALE 1 - RELIGIOUS EDUCATION
Required for 27th January, a teacher of Religious Education (or a temporary OLA to cover Maternity leave. Examination work available as well as general R.E. teaching.

Forms and details from Headmaster on receipt of (foolscap s.a.e. Closing date 14 days after appearance of this advertisement. (02870) 134422

WILTSHIRE
EDUCATION COMMITTEE

THE GEORGE WARD SCHOOL Melksham

(Mixed 11 - 18 Comprehensive School - 1580 pupils)

Required for January. An enthusiastic teacher of Religious Education (Scale 1) committed to a multi-faith approach to the subject. The successful candidate will be expected to contribute to multi-cultural and resource developments.

This post is a temporary one for at least four terms and is available due to the Head of Department being seconded (secondment) to Social Education project.

Applications by letter to the Head including full C.V. and the names of two educational references. Further details of the post are available; please [illegible] close of advertisement. [illegible]

Science
Heads of Department

ESSEX

CORNELIUS VERMUYDEN COMPREHENSIVE SCHOOL Dinant Avenue, Canvey Island SS8 9SU
(1,320)
Tel: 0268 68501

HEAD OF SCIENCE, SCALE 4
Enthusiastic, forward-looking teacher required to lead thriving department, excellent facilities, technician support, five laboratories.

Application form and further details obtainable from the Headteacher (foolscap s.a.e. please).

LOUGHTON COUNTY HIGH SCHOOL FOR GIRLS
Alderton Hill, Loughton IG10 3JA
Tel: 01-508 1173

SCIENCE
HEAD OF PHYSICS, SCALE 3
Enthusiastic teacher required to take responsibility for Physics teaching up to 'A' level. The successful applicant will be involved in the further development of technology.

Apply with curriculum vitae to the Headteacher at the school (foolscap s.a.e. please). (03083) 134818

GLOUCESTERSHIRE

COUNTY COUNCIL
An Equal Opportunities Employer
CIRENCESTER KINGSHILL SCHOOL
Kingshill Lane, Cirencester GL7 1HS

A Senior Physicist (Scale 3) is required from 14th April 1986 to share in the development of a new and balanced Science curriculum in this 11 - 16 mixed comprehensive school. 'A' level work at Cirencester Sixth Form will be available to a suitably qualified candidate.

Apply to Headmaster with C.V. and names of two referees. (03023) 134815

HAMPSHIRE

WESTON PARK BOYS' SCHOOL
The Grove, Portsmouth Road, Southampton SO2 9LX
(12-16 Comprehensive NOR 1500)

Required September 1986. Head of Science Scale 4. B.Sc. to Read. (95353) 134818

MANCHESTER

CITY COUNCIL
DEPARTMENT OF EDUCATION IMPROVING SERVICES
EDUCATION DEPARTMENT
HEAD OF PHYSICS (Scale 3)
BURNAGE HIGH SCHOOL
Required for Easter 1986. A [illegible] Science Department [illegible] Department of Art staff with well-equipped laboratories. A commitment to technology is expected. The department is well advanced in its response to developments in curriculum and new examinations. You will maintain this momentum. Re-advertisement. Previous applicants will be considered.

Further details and application forms from the Central Office, Abraham Moss High School, Crescent, Manchester M8 6UFA. Tel: 061-740 1491, Extn. 219/315, to be returned by 20th December 1985.

AN EQUAL OPPORTUNITY EMPLOYER. (95367) 134815

Scale 2 Posts and above

NORTHAMPTONSHIRE

NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road
Northampton NN5 7DG

Number on Roll 843 (Sixth Form 105

Required September 1986 an enthusiastic teacher (Scale 2/3) to be responsible for Physics as part of Integrated Science in the Main School and to teach Physics at A and S level.

WILTSHIRE
EDUCATION COMMITTEE

THE GEORGE WARD SCHOOL Melksham

(Mixed 11 - 18 Comprehensive School - 1580 pupils)

Required for January, an enthusiastic teacher of Religious Education (Scale 2) committed to a multi-faith approach to the subject. The successful candidate will be expected to contribute to Religious & Social Education projects of all levels of ability throughout the 11 - 18 age range and to examination level according to qualifications and experience. The successful candidate will be expected to contribute to curriculum and resource developments.

This post is a temporary one for at least four terms and is available due to the Head of Department being seconded (secondment) to Social Education project.

Applications by letter to the Head including full C.V. and the names of two educational references. Further details of the post are available; please [illegible] close of advertisement. [illegible]

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
MANSHEAD V.C. UPPER SCHOOL
Dunstable Road, Caddington, Luton LU1 4AT
Tel: 058441

Required for January 1986 a teacher of Science up to 'O' level. Ability to offer 'A' level Chemistry an advantage, but not essential. Scale 2 for suitable applicant. Temporary appointment to cover maternity leave.

Application forms and further details from the Headteacher. Tel: [illegible] Closing date [illegible]

DERBYSHIRE

COUNTY COUNCIL
THE BRUNTS SCHOOL Woodhouse Road, Mansfield, Notts, NG18 5BX
Mixed 800 (13 - 18)

RELIGIOUS EDUCATION (Scale 1)

A teacher is required for January or Easter. An interest in sport and/or experience of Social and Personal Development would be an advantage. This is a permanent post but a temporary appointment may also be considered.

Application forms and further details available (s.a.e.) from the Head Teacher at the school.

An Equal Opportunity Employer. (03850) 134422

WEST SUSSEX

HAZELWICK SCHOOL Three Bridges, Crawley, Sussex
SCALE 1 - RELIGIOUS EDUCATION
Required for 27th January, a teacher of Religious Education (or a temporary OLA to cover Maternity leave. Examination work available as well as general R.E. teaching.

Forms and details from Headmaster on receipt of (foolscap s.a.e. Closing date 14 days after appearance of this advertisement. (02870) 134422

WILTSHIRE
EDUCATION COMMITTEE

THE GEORGE WARD SCHOOL Melksham

(Mixed 11 - 18 Comprehensive School - 1580 pupils)

Required for January. An enthusiastic teacher of Religious Education (Scale 2) committed to a multi-faith approach to the subject. The successful candidate will be expected to contribute to Religious & Social Education projects of all levels of ability throughout the 11 - 18 age range and to examination level according to qualifications and experience. The successful candidate will be expected to contribute to curriculum and resource developments.

This post is a temporary one for at least four terms and is available due to the Head of Department being seconded (secondment) to Social Education project.

Applications by letter to the Head including full C.V. and the names of two educational references. Further details of the post are available; please [illegible] close of advertisement. [illegible]

Religious Education
Heads of Department

DONCASTER

THE MEAULEY SCHOOL (R.C.)
Bentley Lane, Doncaster DN3 3QF
Tel: Doncaster 53786

Required for the start of the Autumn Term 1986 a Head of the R.E. Department (Scale 3). The Governors are seeking an energetic and experienced graduate teacher to this very important post in this large split-site comprehensive school.

Applicants must be practising Roman Catholic and should possess the Catholic Teachers' Certificate in Religious Education.

For further details of the post and application form, please send a stamped addressed envelope to the Headteacher at the school. (03389) 134418

Scale 2 Posts and above

BERKSHIRE

ORCHARD SCHOOL Rede Road, Slough SL2 5AY (11 - 16 Mixed)
Required for January or as soon as possible afterwards a teacher to be responsible for Religious Education throughout the school. Scale 2.

An interest in multi-cultural education would be an advantage.

Apply to the Headteacher (telephone 51765) (Closing date) 23rd December.

An Equal Opportunity Employer. (03287) 134490

Scale 1 Posts

DERBYSHIRE

CHARTERS SCHOOL Charters Road, Sunningdale, Ascot, Berks SL5 9QY
NOR: 1240 Comprehensive

Required for January 1986, temporary full-time teacher of Religious Education to 'O' and 'A' level (Scale 1). Scale post is for two terms only.

Further details from the Headmaster (SAE). Tel: [illegible]

NO CLOSING DATE.

An Equal Opportunity Employer. [illegible]

Science
Heads of Department

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL EDUCATION DEPARTMENT BECKFOOT/BULLROPE SCHOOL
Harrogate Road, Bradford BD10 0JE

Re-advertisement

Required for 6th January 1986, a teacher of Biology, temporary for two terms. The successful applicant will join a team of four biologists and will be expected to teach across the full ability range in the main school. A 'A' level teaching may be available for a suitably qualified candidate.

Application forms may be obtained from Mr K. Lickley, M.A. (Cantab), M.Sc. (please). Ecclesihill Upper School, Harrogate Road, Bradford BD10 0JE to whom completed forms should be returned as soon as possible.

Reference ET 113885/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (93453) 134822

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL MARY WOOD ROMANDS SCHOOL
11 - 18 Comprehensive Upper School
1000 on roll), 160 in the Sixth Form

Required for January 1986 a well qualified teacher of Chemistry and Science subjects (Scale 1, or suitably qualified and experienced candidate Scale 2). This is a temporary post in the first instance, pending the appointment of a Head of Chemistry following retirement. Teaching at all levels of ability including 16+ and possibly 'A' level Nuffield Chemistry is required, and a willingness to be involved in all aspects of Science.

Re-advertisement pre-vious candidates will be considered and need not re-apply.

Further details and application forms are available (s.a.e. please) from the Headteacher, Mrs. Heap (Cert Ed, Bradford), Grammar School, Cottingley New Road, Bingley, West Yorkshire BD16 1TZ to whom completed forms should be returned by 16th December 1985.

Ref. Reference ET 113958/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (93451) 134822

BRENT

LONDON BOROUGH OF BRENT
Education Music Service
Qualified Music Teacher
(Violin)

Required from January 1986 for 2 terms a temporary teacher of Violin to join the Brent Music Service. Applicants should be able to teach violin to pupils of all ages and abilities and be willing to undertake some ensemble work.

Application forms and further details from Mr. K. Lickley, Music Service, Ealing Road Centre, Alperton, Wembley, Middx HA0 4PZ. Tel: 01-903 5028 (Ext 3).

Closing date 20th December 1985.

Brent is an Equal Opportunities Employer. (93454) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT SOWERBY VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge, West Yorks
Required from January to May 1986 temporary teacher of BIOLOGY.

Letters of application to the Headteacher by 13th December 1985 giving full details of qualifications and experience, and names and addresses of two referees.

Calderdale/MSC is committed to an equal opportunities employment and encourages women and men to apply for all vacancies.

Application forms and further details from the Personnel Section, Calderdale MBC, Northgate House, Halifax HX1 1UN. Tel: (0422) 57711 ext 2277.

Closing date for receipt of completed application forms 16th December 1985. (93376) 134821

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
BRETTON WOODS COMMUNITY SCHOOL
Bretton, Peterborough PE3 8DF
Tel: Peterborough 266975
(11 - 18 Mixed Comprehensive)
Principal: Mr J.L. Gribble, M.A., B.Ed.
GROUP 1 Roll: 1,450

Required January 1986. A well qualified and enthusiastic teacher of Science to join a highly committed science Faculty.

Integrated Science is taught throughout years 7 to 9, with subject specialist teaching to lead in specific topics. Lower school experience would be an advantage, although a willingness to teach across the full ability range is essential.

The successful applicant will be part of a dynamic team engaged in Active Tutorial work. The school is committed to the promotion of comprehensive values and the development of community education.

Possible housing assistance.

Further details and application forms may be obtained from the Principal at the above address (s.a.e. please), to whom application should be submitted. (93026) 134823

CHESHIRE

EDUCATION COMMITTEE

WOOLSTON COUNTY HIGH SCHOOL
Holloway, Woolston, Warrington WA1 4LN

Tel: 0925 816848

Headmaster: Mr. J.F. Botham, B.A.

11 - 18 mixed comprehensive - 1150 on roll

Required for April 1986 - PHYSICS - Scale 1 Examination work to 'A' level available.

Further details and application forms are available from the Headteacher to whom they should be returned as soon as possible. (93644) 134822

DERBYSHIRE

See Derbyshire Display advert post reference NE/46/8 Page 51. (93248) 134822

DONCASTER

MEXBOROUGH SCHOOL Magle Road, Mexborough S64 9BS
Tel: Mexborough 585858

Required for January 1986. A teacher of Physics to teach applied Physics Courses especially electronics to 16+ and CGLI Level 1.

Letters of application including full curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster at the School (S.A.E. Please). (93386) 134822

EAST SUSSEX

BEACON SCHOOL
East Beaches Road, Crowborough TN6 9AS
Comprehensive mixed, 11 - 18. NOR 1,000

From January, 1986: temporary teacher of Biology (Scale 1) for two terms to join very large and successful department. An interest in Lower Sixth science essential and willingness to teach to level Nuffield an advantage.

Apply by letter to Headmaster with full curriculum vitae and names and addresses of two referees. (93430) 134823

GLOUCESTERSHIRE

COUNTY COUNCIL
An Equal Opportunities Employer
CRYPT SCHOOL
Podsmead, Gloucester
Graduate required from January, to teach Physics up to 'A' level, assistant from time to time up to 'AO' standard in Chemistry and Grammar School.

Applicants with two term appointment will also be considered.

Letters of application with C.V. to the Headmaster with names of three referees. Further details will be sent on receipt of S.A.E. (93502) 134822

HARINGEY

Progress with Humanity

THE SOMERSET SCHOOL
White Hart Lane, Tottenham N17 8BL

Long term temporary appointments available from January 1986 in **SCIENCE**

TEACHERS of this 3-term, 3-site comprehensive school.

Please telephone the Head Teacher (01-801 6843) for further details.

London Allowance (£1,038) payable.

Haringey is an equal opportunity employer. (93490) 134822

HAVERING

LONDON BOROUGH OF HAVERING
THE ROYAL LIBERTY
Upper Brentwood Road, Romford RM4 6EJ
Tel: 040 60424

Required for January 1986, a teacher of Physics to teach Physics and Combined Science. Applications from graduates with a Physics degree are welcomed. Applications would also be welcome from graduates who would be willing to undertake full curriculum responsibility for one-term posts.

Apply by letter to the Headteacher, enclosing full curriculum vitae and the names and addresses of two referees. [illegible] (93378) 134821

HERTFORDSHIRE

ST MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts. SG1 5SE
Tel: Stevenage 312981
(11 - 18 Mixed Comprehensive)
GROUP 1

Science Teacher Scale 1 required January 1986 or earlier, to teach 'O'/CSE level science in addition to participation in general school science commitments.

Apply by letter enclosing curriculum vitae to the Headmaster, giving the names of two referees. Details of the school may be obtained on request. (93654) 134823

HOUNSLOW

CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Head: Mrs. Anne Jones, B.A.
Tel: 01-897 2001/5

Wanted by January 1986 for one term only a temporary teacher of Science to cover Maternity leave. Cranford is a well equipped, fully comprehensive community school, situated in an integrated Science course for all pupils, based on Nuffield Science 1 & 2. There will be an examined for the first time in 1987.

The person appointed will be expected to assist in the teaching of this course as well as to teach Biology up to 'A' level.

Please apply to the Headmistress, Mrs. Anne Jones as soon as possible, enclosing a s.a.e., curriculum vitae, and the names of two referees.

Closing date: within 10 days.

London Allowance: £618 p.a.

EQUAL OPPORTUNITY EMPLOYER (93036) 134818

KENT

COUNTY COUNCIL
EDUCATION AND LIBRARY SERVICE DARTFORD DIVISION SWANSCOMBE SCHOOL
Swanscombe, Kent DA10 6RA
Tel: Greenhithe 842356

Group 8

Required for January or as soon as possible after, a full time permanent teacher of General Science with Physics to 'O' level. The school is four modern, well equipped laboratories and a strong science Department.

Application by letter to the Headmaster, enclosing c.v. and names and addresses of two referees.

TONBRIDGE & MALLING DIVISION CLARE PARK SCHOOL
East Malling ME19 6DR
Group 1

Clare Park is a High School for girls aged 11 - 16 years old and is fully comprehensive in the first two years. Then, after sum intake, pupils choose guiding parental choice to go to work, sixth form college or Technical College.

Teacher of Physics required for January 1986 or the Spring Term 1986, to teach up to 'O' level. Knowledge of Electronics would be an advantage.

Please apply by letter together with the names and addresses of two referees to the Headmaster at the school as soon as possible.

SIDEWAY DIVISION SOUTHLANDS SCHOOL
New Romney, Kent
Required for January 1986 Graduate Teacher of Biology (Salary Scale 1). It is hoped that the successful candidate will have the ability and interest to teach to 'A' level. Advanced Level. This post provides an excellent opportunity to join a thriving department in this large, 11 - 18 Comprehensive school.

Applications should be sent by letter to the Headmaster at the School and should include a curriculum vitae and names and addresses of two referees. (93276) 134822

LEICESTERSHIRE

COUNTY COUNCIL
SAMWORTH COMMUNITY COLLEGE
Transmission Drive, Beaumont Leys, Leicester
(11 - 18 Secondary) Roll 850

SCIENCE - SCALE 1 for this Required January 1986 or earlier, to teach Science to 'O' level only, a teaching commitment to Biology to CSE/'O' level Chemistry and Physics.

Please contact the Headteacher for further details and application forms (SAE). (93464) 134823

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Gartree Road, Oadby, Leicester LE2 2FB
Lutterworth, Leics. LE17 4AH

(14 - 19 Upper)

ROLL 1200

CHEMISTRY SCALE 1

Required for the beginning of the Summer Term 1986, a teacher of Chemistry to join this mixed upper school and community college. The successful applicant will be expected to teach across the full ability range and will be required to play a full part in the life of the department. A Scale 2 post could be available for the suitable candidate.

Please contact the Headteacher for further details and application forms. [illegible]

Social Studies
Scale 1 Posts

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
BASINGTON COMMUNITY COLLEGE
Barrowcroft Drive, Beaumont Leys, Leicester
(11 - 18 Secondary)
Roll 930

SOCIAL STUDIES SCALE 1
Required January for one term only a teacher of Social Studies/Geography to CSE/'O' level.

Please contact the Headteacher for further details and application forms (SAE). (93686) 135026

SURREY

EDUCATION COMMITTEE
BISHOP REINDORP CHURCH OF ENGLAND ACADEMY SCHOOL
(13 - 18 Mixed Comprehensive)
Larch Avenue, Guildford GU1 1JT

SCIENCE TEACHER, SCALE 1
Required for January 1986 for two terms, willing to teach Physics and some Chemistry. A Permanent post with opportunities for sixth form teaching would be available for a suitable candidate.

Further details from the Headmistress. Tel: Guildford 37573. (02883) 134822

SUTTON

LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Wrington Road, Carshalton SM5 1RW
TEACHER OF SCIENCE Scale 1/2

Required immediately a teacher of Science up to CSE/GCE level and specialisation in physics is preferred. Some 6th form teaching for a suitable candidate is available.

Extra curricular interests desirable.

Apply by letter to the Headteacher enclosing c.v. and names and addresses of two referees. (93331) 134822

WILTSHIRE

COUNTY COUNCIL

CLARENDON SCHOOL Ferne Road, Trowbridge, Wiltshire SA14 0DJ

11 - 18 mixed comprehensive 1310 pupils

TEACHER OF PHYSICS Scale 1 required from 1.1.86.

This is a full-time temporary post for the Spring Term.

Required to teach Science with a specialist interest in Physics. Physics is taught to CSE, 'O' and 'A' level, and there is also a developing programme of combined science teaching, to which the post would be expected to contribute.

We are looking for an enthusiastic teacher to join a Faculty committed to the concept of Science for all pupils.

Applications from persons willing to work part time or full time will be welcome.

Applications by letter to the Headmaster; as soon as possible, naming two referees. One of whom should be the current employer.

Please write for further details within two weeks, enclosing curriculum vitae and referee details to the Headmaster. (93308) 134822

NORTHAMPTONSHIRE

MOULTON SCHOOL Pound Lane, Moulton, Northampton NN3 1BD

Co-educational Comprehensive, 1070 on roll: 80 in 6th form

Required for January 1986, ASSISTANT MASTER for **BIOLOGY** and INTEGRATED SCIENCE. Initially this will be a temporary appointment for 1 term.

Further details and application forms from the Headmaster at the school (SAE please). (93309) 134822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

SHENE SCHOOL
Park Avenue, East Sheen, SW14 8RO
(11 - 18 Secondary) Roll 850

GENERAL SCIENCE Part-time

Required for January, a part-time teacher to (0.6) of General Science. This post is for one term only in the first instance and an ability to teach Physics would be an advantage.

Application form available from and returnable to the Head Teacher at the school. (01-876 8290). (02868) 134822

WILTSHIRE
COUNTY COUNCIL

CLARENDON SCHOOL Ferne Road, Trowbridge, Wiltshire SA14 0DJ

11 - 18 mixed comprehensive 1310 pupils

TEACHER OF PHYSICS Scale 1 required from 1.1.86.

This is a full-time temporary post for the Spring Term.

Required to teach Science with a specialist interest in Physics. Physics is taught to CSE, 'O' and 'A' level, and there is also a developing programme of combined science teaching, to which the post would be expected to contribute.

We are looking for an enthusiastic teacher to join a Faculty committed to the concept of Science for all pupils.

Applications from persons willing to work part time or full time will be welcome.

Applications by letter to the Headmaster; as soon as possible, naming two referees. One of whom should be the current employer.

Please write for further details within two weeks, enclosing curriculum vitae and referee details to the Headmaster. (93308) 134822

STOCKPORT

Required for January 1986 **TEACHER - Chemistry** (Temporary)
Scale 1 Ref 2845
HAZEL GROVE HIGH SCHOOL
Jacksons Lane, Hazel Grove, Stockport SK7 5JX
Tel: 061-456 4888

A suitably qualified and experienced teacher required for the remainder of the academic year in this 11 - 18 mixed Comprehensive School to teach Chemistry with some Science Studies in Years 4 and Combined Science in Year 2. Previous examination level experience essential.

Application forms and further details obtainable (by telephone) from and returnable to the Headteacher, quoting reference, by 16th December 1985.

An Equal Opportunities Employer. (93288) 134822

NORTHAMPTONSHIRE

MOULTON SCHOOL Pound Lane, Moulton, Northampton NN3 1BD

Co-educational Comprehensive, 1070 on roll: 80 in 6th form

Required for January 1986, ASSISTANT MASTER for **BIOLOGY** and INTEGRATED SCIENCE. Initially this will be a temporary appointment for 1 term.

Further details and application forms from the Headmaster at the school (SAE please). (93309) 134822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

SHENE SCHOOL
Park Avenue, East Sheen, SW14 8RO
(11 - 18 Secondary) Roll 850

GENERAL SCIENCE Part-time

Required for January, a part-time teacher to (0.6) of General Science. This post is for one term only in the first instance and an ability to teach Physics would be an advantage.

Application form available from and returnable to the Head Teacher at the school. (01-876 8290). (02868) 134822

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Gartree Road, Oadby, Leicester LE2 2FB
Lutterworth, Leics. LE17 4AH

(14 - 19 Upper)

ROLL 1200

CHEMISTRY SCALE 1

Required for the beginning of the Summer Term 1986, a teacher of Chemistry to join this mixed upper school and community college. The successful applicant will be expected to teach across the full ability range and will be required to play a full part in the life of the department. A Scale 2 post could be available for the suitable candidate.

Please contact the Headteacher for further details and application forms. [illegible]

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
Education Music Service
Qualified Music Teacher
(Violin)

Required from January 1986 for 2 terms a temporary teacher of Violin to join the Brent Music Service. Applicants should be able to teach violin to pupils of all ages and abilities and be willing to undertake some ensemble work.

Application forms and further details from Mr. K. Lickley, Music Service, Ealing Road Centre, Alperton, Wembley, Middx HA0 4PZ. Tel: 01-903 5028 (Ext 3).

Closing date 20th December 1985.

Brent is an Equal Opportunities Employer. (93454) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT SOWERBY VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge, West Yorks
Required from January to May 1986 temporary teacher of BIOLOGY.

Letters of application to the Headteacher by 13th December 1985 giving full details of qualifications and experience, and names and addresses of two referees.

Calderdale/MSC is committed to an equal opportunities employment and encourages women and men to apply for all vacancies.

Application forms and further details from the Personnel Section, Calderdale MBC, Northgate House, Halifax HX1 1UN. Tel: (0422) 57711 ext 2277.

Closing date for receipt of completed application forms 16th December 1985. (93376) 134821

HAVERING

LONDON BOROUGH OF HAVERING
THE ROYAL LIBERTY
Upper Brentwood Road, Romford RM4 6EJ
Tel: Romford 40424

Required for January 1986, a teacher of Physics to teach Physics and Combined Science. Applications from graduates with a Physics degree are welcomed. Applications would also be welcome from graduates who would be willing to undertake full curriculum responsibility for one-term posts.

Apply by letter to the Headteacher, enclosing full curriculum vitae and the names and addresses of two referees. [illegible] (93378) 134821

OATHALL SCHOOL
Haywards Heath, West Sussex RH16 2AQ
Tel: 0444 450366 (Comp. NOR 1100)

Required January 1986, a teacher of Science (Scale 1) to join a flourishing department. This post would suit a specialist in Chemistry, Physics or Biology.

Apply by letter within 10 days of this advertisement to the Headmaster from whom further details may be obtained. (93355) 134822

NORTHAMPTONSHIRE

MOULTON SCHOOL Pound Lane, Moulton, Northampton NN3 1BD

Co-educational Comprehensive, 1070 on roll: 80 in 6th form

Required for January 1986, ASSISTANT MASTER for **BIOLOGY** and INTEGRATED SCIENCE. Initially this will be a temporary appointment for 1 term.

Further details and application forms from the Headmaster at the school (SAE please). (93309) 134822

SIDEWAY DIVISION SOUTHLANDS SCHOOL
New Romney, Kent
Required for January 1986 Graduate Teacher of Biology (Salary Scale 1). It is hoped that the successful candidate will have the ability and interest to teach to 'A' level. Advanced Level. This post provides an excellent opportunity to join a thriving department in this large, 11 - 18 Comprehensive school.

Applications should be sent by letter to the Headmaster at the School and should include a curriculum vitae and names and addresses of two referees. (93276) 134822

LEICESTERSHIRE

COUNTY COUNCIL
SAMWORTH COMMUNITY COLLEGE
Transmission Drive, Beaumont Leys, Leicester
(11 - 18 Secondary) Roll 850

SCIENCE - SCALE 1 for this Required January 1986 or earlier, to teach Science to 'O' level only, a teaching commitment to Biology to CSE/'O' level Chemistry and Physics.

Please contact the Headteacher for further details and application forms (SAE). (93464) 134823

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Gartree Road, Oadby, Leicester LE2 2FB
Lutterworth, Leics. LE17 4AH

(14 - 19 Upper)

ROLL 1200

CHEMISTRY SCALE 1

Required for the beginning of the Summer Term 1986, a teacher of Chemistry to join this mixed upper school and community college. The successful applicant will be expected to teach across the full ability range and will be required to play a full part in the life of the department. A Scale 2 post could be available for the suitable candidate.

Please contact the Headteacher for further details and application forms. [illegible]

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
Education Music Service
Qualified Music Teacher
(Violin)

Required from January 1986 for 2 terms a temporary teacher of Violin to join the Brent Music Service. Applicants should be able to teach violin to pupils of all ages and abilities and be willing to undertake some ensemble work.

Application forms and further details from Mr. K. Lickley, Music Service, Ealing Road Centre, Alperton, Wembley, Middx HA0 4PZ. Tel: 01-903 5028 (Ext 3).

Closing date 20th December 1985.

Brent is an Equal Opportunities Employer. (93454) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT SOWERBY VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge, West Yorks
Required from January to May 1986 temporary teacher of BIOLOGY.

Letters of application to the Headteacher by 13th December 1985 giving full details of qualifications and experience, and names and addresses of two referees.

Calderdale/MSC is committed to an equal opportunities employment and encourages women and men to apply for all vacancies.

Application forms and further details from the Personnel Section, Calderdale MBC, Northgate House, Halifax HX1 1UN. Tel: (0422) 57711 ext 2277.

Closing date for receipt of completed application forms 16th December 1985. (93376) 134821

HAVERING

LONDON BOROUGH OF HAVERING
THE ROYAL LIBERTY
Upper Brentwood Road, Romford RM4 6EJ
Tel: Romford 40424

Required for January 1986, a teacher of Physics to teach Physics and Combined Science. Applications from graduates with a Physics degree are welcomed. Applications would also be welcome from graduates who would be willing to undertake full curriculum responsibility for one-term posts.

Apply by letter to the Headteacher, enclosing full curriculum vitae and the names and addresses of two referees. [illegible] (93378) 134821

Social Studies
Scale 1 Posts

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
BASINGTON COMMUNITY COLLEGE
Barrowcroft Drive, Beaumont Leys, Leicester
(11 - 18 Secondary)
Roll 930

SOCIAL STUDIES SCALE 1
Required January for one term only a teacher of Social Studies/Geography to CSE/'O' level.

Please contact the Headteacher for further details and application forms (SAE). (93686) 135026

SURREY

EDUCATION COMMITTEE
BISHOP REINDORP CHURCH OF ENGLAND ACADEMY SCHOOL
(13 - 18 Mixed Comprehensive)
Larch Avenue, Guildford GU1 1JT

SCIENCE TEACHER, SCALE 1
Required for January 1986 for two terms, willing to teach Physics and some Chemistry. A Permanent post with opportunities for sixth form teaching would be available for a suitable candidate.

Further details from the Headmistress. Tel: Guildford 37573. (02883) 134822

SUTTON

LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Wrington Road, Carshalton SM5 1RW
TEACHER OF SCIENCE Scale 1/2

Required immediately a teacher of Science up to CSE/GCE level and specialisation in physics is preferred. Some 6th form teaching for a suitable candidate is available.

Extra curricular interests desirable.

Apply by letter to the Headteacher enclosing c.v. and names and addresses of two referees. (93331) 134822

Speech and Drama
Scale 1 Posts

GLOUCESTERSHIRE

COUNTY COUNCIL
An Equal Opportunities Employer
REDNOCK SCHOOL
Churchdown, Glos. GL3 2NA
(11 - 18 Comprehensive, 1310 on roll)

Required for January, initially for two terms, Teacher of Drama with some English in 4th and 5th years. Scale 1. A thriving Drama Workshop with its own facilities exist at Rednock.

Full details of the post from the Headmaster to whom applications should be made within 10 days. (93397) 135922

HAVERING

LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Sutton Lane, Hornchurch RM12 6ST
(Roll 906 mixed)
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.

Scale 1. Drama Teacher required for January 1986 or as soon as possible thereafter. Drama is part of the core curriculum in years 1 - 3 and is taught to 'A' level. Excellent facilities and a high standard of school productions.

Sanders Draper is five minutes' walk from Hornchurch

Other than by Subject Classification
Heads of Department

WEST SUSSEX

OATHALL COMMUNITY COLLEGE
Appledore Gardens, Haywards Heath, West Sussex RH16 2AQ.
11 - 16 mixed Comp. Community College. 1100 NOR

Community Tutor required from April 1986. (Burnham Scale 4).

A man or woman is sought who will lead and energise the Community phase of this newly established Community College.

Application form and further details from the Headmaster.

Closing date two weeks from the date of this advertisement. (93825) 135618

Scale 2 Posts and above

HARINGEY

Required for April 1986, or sooner if possible,
SUPPORT TEACHER FOR TRAVELLERS' CHILDREN, Scale 2.

For further information please refer: PRIMARY SECTION - Scale 1 & 2 above. (93924) 135620

ROTHERHAM METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

MALTBY COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx 1800 on roll. Approx. 200 in 6th form

Required for January, 1986.

ASSISTANT TEACHER - SCALE 1/2

Teacher for Drama throughout the main school to 'O' level in a strong department.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AB (Tel:

SIXTH FORM & TERTIARY
continued

WIGAN
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
LEIGH COLLEGE (TERTIARY COLLEGE)
LECTURER I IN CATERING AND PASTRY SECTION
For further details see under Colleges of Further Education. (93003) 140022

SOLIHULL
SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull, West Midlands B91 3JC
(Mixed Sixth Form College, 1200 on roll)
Required from January 1986 for at least one term, temporary teacher of PHYSICAL EDUCATION; part-time or full-time considered.
Applications, quoting the names of two referees, should be made as soon as possible directly to the Principal at the College, from whom full details may be obtained. (93873) 140022

WEST SUSSEX
HAYWARDS HEATH SIXTH FORM COLLEGE
Harlands Road, Haywards Heath, West Sussex RH16 1LT
N.O.R. 985
Required January 1986 a graduate to teach Nuffield Chemistry to 'A' level, together with some CSE Chemistry and General Studies. (Scale 1).
Form and details from the Principal's Secretary, s.a.e. please.
Closing date 2 weeks from the appearance of this advertisement. (93349) 140022

Special Education

Headships

ESSEX

ROYAL EASTERN COUNTIES SCHOOLS

OXLEY PARKER SCHOOL

(Non-Maintained)

RESIDENT HEAD TEACHER

A suitably qualified experienced teacher is required for appointment as Head Teacher (Group 5B) for the above purpose built residential school which caters for boys with [illegible] lems).

Appointment for September 1986.

Application Forms and further details may be obtained by forwarding a stamped addressed envelope to The Secretary, Royal Eastern Counties Schools, 374 Mill Road, Colchester, Essex CO4 5JF.

Closing date for applications 30th December 1985. (91675) 140010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
ST. LAWRENCE COUNTY SECONDARY SCHOOL FOR GIRLS
Ellington Place, Ramsgate, Kent
Head of Department Science, Scale 3, required from beginning of the Summer Term 1986 at this 3-form entry school working to 'O' Level and C.S.E. in the 5th year.
Further details and application forms available from the Headteacher to whom they should be returned by the 16th December 1985. (S.A.E. Please). (93571) 140010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
FURNESS SCHOOL
Rowhill Road, Hextable, Swanley, Kent BR8 7RP
APPOINTMENT OF HEAD TEACHER: Group 5 (a)
Required for April 1986 a Head Teacher for this mixed residential school for 90 pupils aged 8 - 16+ with emotional and behavioural difficulties.
Application forms and further details available from the Divisional Education Officer, 16, London Road, Sevenoaks, Kent TN13 1AT. Closing date, 20th December 1985. (93378) 140010

MERSEYSIDE
WAVERGRAVE HOUSE SCHOOL FOR AUTISTIC CHILDREN
Newton-le-Willows.
PRINCIPAL
Required Autumn 1986
Waverave House, a registered and thriving, independent school for 36 pupils of all ages, most of whom are weekly boarders. The school places great emphasis on the integration of pupils into the community and on the [illegible] approved. The post is non-residential and [illegible] applies. Applications from suitably qualified and experienced teachers are invited.
Further details from the Secretary, Waverave House Ltd., 76, the Avenue, Middlewich, Ches. CW10 9BG. (11429) 140019.

Deputy Headships
Second Masters/ Mistresses

ESSEX
TYE GREEN SCHOOL
Tendring Road, Harlow
Tel: Harlow 23670
(Roll 571)
DEPUTY HEADTEACHER.
Group 5a
Required Summer Term, 1986, for children with severe learning difficulties. Specialist qualifications, situations and experience essential. Interest in one of the following advantageous: P.E./Movement, Computer, Art. Closing date: 20th December, 1985.
Application forms and details from Area Education Office, St. John's Road, Epping CM16 5EB (foolscap s.a.e. please). (93090) 160012

SOLIHULL
EDUCATION COMMITTEE
MERSTONE SCHOOL
Exeter Drive, Chelmsley Wood, Birmingham
DEPUTY HEADSHIP GROUP 4a
Required as soon as possible at this school for children with severe learning difficulties. A suitably qualified and experienced Teacher.
Application forms and further details from the Divisional Education Officer, P.O. Box 30, Council House, Solihull, West Midlands B91 3QS. Closing date 30 December 1985. (93340) 160012

WILTSHIRE

BURTON HILL HOUSE
Malmesbury, Wiltshire
Required from 1st April, 1986, a Deputy Headteacher, Group 3/4 for this residential school for secondary aged, physically handicapped children with associated learning difficulties. The school is part of the Shaftesbury Society and applicants should have an active commitment to the Christian faith. The Deputy Head should have a knowledge of developmental curriculum and an enthusiastic and innovatory approach to adapt to the changing needs of individual multiply handicapped young people.
Further details on request with c.v. to The Director, Shaftesbury Society, 64, Astility Gardens, London SW8 4VW OLJ with s.a.e. (93583) 160012

Heads of Department

DEVON
ROYAL SCHOOL FOR THE DEAF
50 Topsham Road, Exeter EX2 4NF
HEAD OF DEPARTMENT
EDUCATION DEPARTMENT
Required as soon as possible an enthusiastic experienced, qualified teacher of the hearing impaired to lead the expanding Further Education Department.
Salary Scale 3S.
Further details of the post and an application form can be obtained by writing to the Head address as above. (93378) 160016

HAMPSHIRE
SOUTH EASTAREA
RACHEL MADDOCKS SCHOOL
Falls Toad, Sodbampton, Hunts. Hants.
Tel: Havant 454504
Headteacher - Mr Clarke
Required Easter 1986 or earlier if possible, at this mixed day school for children aged 5-19 years with severe learning difficulties. The teacher appointed will be responsible for extending and broadening the educational experiences for the senior/leavers group in school. This will include the use off-site provision and full use of community facilities. Scale 3(s). Closing date: 19th December 1985. (Previous applicants need not apply).
For further details and applications form please apply to Headteacher enclosing s.a.e. (93345) 160018

Scale 2 Posts and above

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed 11 - 18 purpose-built comprehensive 750, Opened 1977 with excellent facilities)
Required from 8th April 1986, teacher responsible for Pupils with Special Educational Needs (especially Maladjusted), to supervise the integration of 30+ pupils with physical handicaps and to oversee the provision for all pupils with Special Educational Needs within the school. Ability to work with learning problems (dyslexia) and advantage. Scale 2/3 according to experience/qualifications.
Further details and application form from the Headteacher (please send s.a.e.).
Avon is an Equal Opportunities employer. Applications will be considered on their suitability for the post without regard to sex, race, disability, marital status or domestic circumstances. (93134) 160012

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
Required for January 1986 or as soon as possible thereafter
A qualified and experienced teacher of the deaf to be responsible for the Partially Hearing Unit at Frizna Primary School, Wood Lane, Dagenham, Essex (School Roll 270). Applicants should be able to offer experience of teaching children throughout the primary age range. Scale 2. Special School Allowance (£747 per annum) plus Inner London Weighting (£1,038 per annum) payable. Informal visits welcomed (Tel: 01-592 8953 for an appointment).
Reimbursement of removal expenses in approved cases.
Application forms from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU. Closing date: 19th December 1985.
An equal opportunity employer. (93085) 160020

BERKSHIRE
ADDINGTON SCHOOL
London Bridge Road, Woodley, Reading RG5 4SS
Teacher with appropriate experience required April 1986 for vacant post in the development of this school catering for children 3 - 16 years, who are following a developmental curriculum. An interest in curriculum development, structured language programmes, social/community skills and a wish to undertake managerial responsibilities would be desirable from applicants. Scale 3(s) but available to suitable candidate. Closing date: 10th January.
An Equal Opportunity Employer. (93694) 160020

BOLTON
METROPOLITAN BOROUGH (Equal Opportunity Employer)
WOODSEEND SCHOOL
425 Chorley New Road, Bolton BL1 5DU
Suitably qualified and experienced teacher Scale 2S required from 7th April 1986 to be responsible for social environment and pastoral care of year group.
Application forms obtainable from Director, of Education and Arts, P.O. Box, 53 Paderborn House, Civic Centre, Bolton BL1 1JW. To be returned by 16th December 1985. (93338) 160020

BRADFORD
[illegible]
COORDINATOR OF SERVICES FOR CHILDREN FROM TRAVELLERS' CHILDREN
Salary Scale 3
Required as soon as possible an experienced teacher, preferably with teaching experience across the age range 5 - 16 to co-ordinate a team of peripatetic teachers who will provide support for the education needs of Travellers' children within mainstream schools.
This is a new initiative to implement the Authority's policy on equal opportunities in education for all. Initially there will be teachers who will offer support in the age range 5 - 9 years. It is expected that at a later stage further teacher appointments will be made to widen the support to cover the middle and upper school age ranges.
In addition to having responsibility for the day-to-day organisation and co-ordination of the work load of the project staff, the postholder will be expected to liaise with agencies in the area who are involved with Travellers, liaise with Travellers, develop suitable teaching resources and organise relevant INSET courses.
Casual car allowance is available.
If you are interested in this post and would like further details, please contact Brian Dobson, Professional Assistant, on Bradford 35879.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor Provincial House, Market Street, Bradford BD1 1NE where completed forms should be returned by 18th December 1985.
Reference ET 1178/85/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (93449) 160020

BUCKINGHAMSHIRE
Equal Opportunity Employer
AMERSHAM/CHESHAM/WYCOMBE AREA
Amersham/Chesham/Wycombe Area Peripatetic Support Teacher for the Hearing Impaired and Children with Special Needs - Scale 3
Applications are invited for the post of peripatetic support teacher for hearing impaired children in the Amersham/Chesham/Wycombe area. Applicants must be holders of a specialist qualification for the hearing impaired and also be prepared to teach other children with special educational needs. The precise allocation of time will vary, and the successful applicant will be responsible to the Senior Support Teacher for the Area. The post will be available from 1st April 1986 or earlier if possible. A casual car allowance is payable.
Application forms and further particulars can be obtained from the Area Education Officer, Amersham/Chesham/Wycombe Area, Council Offices, Amersham, Bucks HP6 5AA. Tel: Amersham 6161 Ext. 2.
Closing date 20th December 1985. (93450) 160020

CAMBRIDGESHIRE
Equal Opportunity Employer
CAMBRIDGE AREA SPECIAL EDUCATION TEAM
(Initially based at the Roger Ascham School, Cambridge)
Two teachers required from Easter or earlier to work with children with special needs, most of whom have physical disabilities.
Scale 3 Teacher to act as enthusiastic class teacher and team leader. Interest in the assessment of pupils' strengths and weaknesses and developing programmes of work to meet individual needs essential.
Scale 2 Teacher to teach mostly in small groups. Enthusiasm for a child centred approach required.
Application forms and details from the Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP. (SAE please). (93054) 160020

CAMBRIDGESHIRE
ARBURY SPECIAL EDUCATION RESOURCE CENTRE
TEAM LEADER
See advertisement under Primary, Scale 3. (93068) 160020

DEVON
Please see displayed advertisement on Page 43. (93381) 160020

EAST SUSSEX
LEARNING SUPPORT SERVICE (EASTERN AREA)
From Easter: Deputy Area Co-ordinating Teacher (Scale 3) for this new post to be based in Hastings. Candidates will be expected to have specialist experience of working with children having learning difficulties, and additional relevant qualifications.
Relocation grants in approved cases.
Application forms and further details (s.a.e. please) from the County Education Officer, PO Box 4, County Hall, Anne's Crescent, Lewes BN7 1SG. Closing date: 20th December (93272) 160020

ESSEX
COMMONSIDE SECONDARY SPECIAL SCHOOL (MLD)
Commonside Road, Harlow CM18 7EZ
Tel: Harlow 27465
SCALE 3(s)
For Easter, 1986, enthusiastic and capable teacher with innovatory ideas for Music and Drama. Some Language and Maths group work.
Further details and application forms from the school (foolscap s.a.e. please). (93088) 160020

KNOWSLEY
WEBSTER PARK SCHOOL
Kirkby, Merseyside L25 8SX
[illegible] Day Special School which caters for pupils with emotional and behavioural problems. The ability to develop and implement art and craft would be an advantage. In addition the successful applicant will be required to undertake a basic teaching commitment.
Application forms and further details by s.a.e. from the Borough Education Officer, Huyton Hey Road, Maree Vale L36 9YH, to whom they should be returned by 30 December 1985. (93641) 160020

WILTSHIRE
Please see display advertisement on Page 41. (93438) 160020

Scale 1 Posts

BIRMINGHAM
CITY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
UNDERWOOD SCHOOL
Rowden Drive, Erdington, Birmingham B23 5YL
Tel: 021-373 5748, 021-384 6698
Required as soon as possible full-time teacher (Scale 1 + SSA) to work in this day school for emotionally and behaviourally disturbed children. We are looking for a teacher with a high degree of skill and emotional stability who can offer both intensive pastoral support and a particular specialist interest.
Previous special school experience is not necessary but an advantage but an orientation towards outdoor pursuits/craft and technology/computer education would be regarded as an asset.
Application form and further particulars available from the Headteacher at the school - enclosing s.a.e.
Closing date 20 December 1985. (93658) 160022

ESSEX
COMMONSIDE SECONDARY SPECIAL SCHOOL (MLD)
Commonside Road, Harlow CM18 7EZ
(Roll 78)
SCALE 3
Required for Easter, 1986, enthusiastic teacher for 7-25 year age group. Swimming and Outdoor Pursuits. Some Language and Maths group work with [illegible] qualifications.
Application forms and further particulars can be obtained from the Headteacher at the school - enclosing s.a.e. (93088) 160020

SOCIAL SERVICES DEPARTMENT

Woodwork Instructor
£6735-£8094/£8811 p.a. inc.

For the past 14 years mentally handicapped people at The Causeway Centre, New Malden, have enjoyed the facility of an established and fully equipped creative woodwork and joinery workshop.
If you are skilled in the manufacturer of softwood joinery and hardwood furniture, able to teach basic and intermediate bench woodwork skills as well as more advanced levels of carpentry we need you in our team of craft instructors.
You will preferably possess a teaching qualification or City and Guilds certificates and have a sincere interest in working with mentally handicapped people.
For detailed discussion telephone The Manager of The Causeway on 01-949 0631.
Application forms and job description from Staffing Officer (SS/HH) on 01-546 2121 ext. 3466 (answerphone service) quoting reference 4705.
Closing Date: 27th December 1985.
This post is subject to the LMGSC ringfence procedure and with their agreement is now being offered on a unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience but priority will be given to employees of the GLC or MCC's. (19824)

ROYAL BOROUGH OF KINGSTON UPON THAMES

WEST WICKHAM, KENT (INITIALLY TONBRIDGE)

ASSISTANT TEACHER
Burnham Scale 1 + S.S.A. + London Weighting

Knotley is a Community Home with Education for adolescent boys from London Boroughs who exhibit a wide range of learning difficulties.
An enthusiastic, resourceful and resilient teacher is required for General subjects and to develop their own specialisation and interests within an exciting new phase in the development of the school. There are advanced plans for the school to move to West Wickham in the near future. Assistance with travelling expenses to Tonbridge will be given until the move is made.
The changing curriculum offers scope for the successful candidate to work within small teaching groups and at an individual level with certain pupils.
Barnardo's is a Christian Child Care Organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race.
Applications to: Elwyn Owens, Divisional Director, Tanners Lane, Barkingside Ilford, Essex.
Tel: 01 551 0011
Enquiries to: J Leicester, Head of Education, Knotley House School, Tel: 0892 870303 (19779)

Barnardo's

SERVITE HOUSE
(Home for Physically Handicapped People)

QUALIFIED TEACHER

required for the organisation of the further education of young severely physically handicapped adults, many of whom are non-verbal. The person appointed will have use of computers both as education tool and communication aid, and will need to use Bliss symbols also. There is no class teaching as such – all residents have individual timetables. Their needs vary tremendously, so adaptability to differing situations is important. A newly qualified teacher would be considered for the post provided they were prepared to master the use of computers and learn to individualise programmes.
Salary according to experience. The post can be resident.
Application form and job description from Dr B. Brosnan, MB, ChB, Servite House, Queen's Walk, Ealing W5 1TL. Tel: 998 4974.
Informal visits before application welcomed.

SPECIAL EDUCATION
continued

HERTFORDSHIRE
HARPERBURY HOSPITAL SCHOOL
Penn Lane, Shenley, Herts.
Required for January 1986 two energetic Scale 1 teachers for this school. The persons appointed will work in a team teaching situation with a group of severely mentally handicapped children, some of whom present severe behavioural problems.
Please contact the Head Teacher for further details on Radlett 3983. Preliminary visit welcomed. (93846) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAMBRIDGE & MALLING DIVISION
ORANGE PARK SCHOOL
Leybourne Grange Hospital, Birling Road, Leybourne, Maidstone ME19 5QA
43 on roll
Orange Park provides an excellent education course for young people between the ages of 16 and 19 who have problems to severe learning difficulties.
A Scale 1 vacancy has arisen for the Spring and Summer Term 1986 for a teacher with relevant qualifications or experience.
Please apply to Ann Hurling, Headteacher, at the school for further details and application form (enclose SAE). (93278) 160022

SOUTH GLAMORGAN COUNTY COUNCIL
THE COURT SCHOOL, CARDIFF
TEACHER
Scale I + SSA

Required for January 1986, to teach children with moderate learning difficulties in this Special School for pupils in the age range 5 to 10+. Temporary for two terms.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 10 days of the appearance of the advertisement.
Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability. (13528)

BRENT
LONDON BOROUGH OF BRENT
VERNON HOUSE SCHOOL
163 Willesden Lane, London NW6 7YJ
(Tel: 01-459 8448)
Required from 20 January 1986 to cover a maternity leave A GENERAL STUDIES TEACHER (Scale 1 + SSA) for this attractive and imaginatively furbished children aged 5 - 12 who have learning difficulties with a wide range of behavioural and personality problems. The person appointed should possess imagination, patience, a sense of humour and the capacity for providing stimulating educational programmes for these children.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to a Multi-Cultural Education.
Unless otherwise stated application forms (s.a.e. obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (93484) 160022

HOUNSLOW
MARTINDALE SCHOOL FOR THE PHYSICALLY HANDICAPPED
Martindale Road, Hounslow TW4 7HE
Tel: 01-570 9169
(age range 3 - 19 yrs)
Headteacher: Mrs G. Boyd
Required as soon as possible a class teacher with a flexible and imaginative approach to work as part of a team in the Secondary Department. The successful holders will be expected to teach English and Drama to all levels of ability including the CSE English Course to a small group of pupils. A strong interest in Mathematics to CSE to level would be advantageous.
Application forms from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/ESA), to whom they should be returned within 10 days. Please enclose s.a.e. (foolscap).
LONDON ALLOWANCE: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (93035) 160022

BROMLEY
LONDON BOROUGH OF BROMLEY
BROOKFIELD CENTRE
Hayes Lane, Bromley, Kent BR2 9EA
Required for January 1986 a General Subjects Teacher for a group of Secondary aged pupils at the Brookfield Centre for Special Needs.
Children are admitted to give them extra assistance in the main schools that have been found necessary to enable them to cope with the demands of mainstream schooling because of emotional, social, academic and behavioural difficulties.
Candidates should be able to offer an understanding and an ability to make relationships with these children and also flexibility in their teaching approach. Ability to teach Art and Craft an advantage.
Scale 1 plus Special Schools Allowance payable.
Application forms and further details available from the Acting Head of Centre (foolscap s.a.e. please), to whom completed forms should be returned by 13th December 1985. (93867) 160022

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE COMMUNITY SCHOOL
Woodside Road, London E13 8RX
Head Teacher: M. Walton
Number on roll: c.900
TEMPORARY TEACHER FOR HEARING IMPAIRED AND/OR SPEECH/LANGUAGE DISORDERED PUPILS
Scale 1 or 2
Required January 1986.
A temporary vacancy (to cover maternity leave) has arisen in Unit opened January 1985. It offers an exciting opportunity for a teacher keen to gain experience of work with pupils with these special educational needs, in the context of a mixed inner urban comprehensive school. Policy for maximum integration of Unit staff and pupils within the mainstream. Duties will therefore include mainstream class teaching; support/team teaching work in the Unit or with individuals/small groups. Scale 2 available for suitable candidate.
London Allowance: £1,038 plus Scale 2 Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 17th December 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (93656) 160022

SURREY
COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE £364 p.a. THROUGHOUT THE COUNTY
Generous relocation expenses in approved cases
Assistance with temporary housing may be available
LINDEN BRIDGE SCHOOL
Grafton Road, Worcester Park, Surrey
Scale 1/S1 teacher required as soon as possible to teach basic skills to small group of junior children in this all age day and boarding school for children with complex learning difficulties and communication disorders. Experience or mainstream teaching and interest in Special Needs essential.
Telephone Headteacher for further details. - 01-330 3009. (93921) 160022

SUFFOLK
COUNTY COUNCIL
HEATHSIDE SPECIAL SCHOOL
Heath Road, Ipswich IP4 5BN
Required as soon as possible thereafter a Scale 1 Teacher for this 3 form entry school catering for approximately 60 children aged between 8 - 13 years with severe learning difficulties. Candidates should have experience of children with special needs and special education training and be prepared to work with age group throughout the age ranges.
Forms and further details are available from the Head of the school (s.a.e. please). (93908) 160022

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for 1st January 1986
HINDLEY BORSDANE BROOK SPECIAL SCHOOL
Princess Street, Off Liverpool Road, Hindley, Wigan WN6 3QS
(with Wigan 3586)
CRAFT SCALE 1
HOME ECONOMICS SCALE 1
Temporary appointments for secondment.
Applications (immediately to the Headteacher at the school (s.a.e. please). Ref. 4548. (93005) 160022

Independent Schools

Deputy Headships
Second Masters/ Mistresses

EAST ESSEX
CONVENT OF OUR LADY (CANONESSES OF ST. AUGUSTINE)
Pilgrim Road, St. Leonards-on-Sea, Sussex TN38 0PF
Independent Boarding and Day School for Girls - 9 - 16 years
Applications are invited from practising Roman Catholic teachers for the post of DEPUTY HEAD (Burnham Group 3) from September 1986.
Further details and application forms from the Headmistress. Closing date 10th January 1986. (93857) 160012

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

APPOINTMENTS IN SCOTLAND

CHURCH OF SCOTLAND
DEPARTMENT OF EDUCATION

NATIONAL YOUNG ADULT ADVISER

Replacement appointment required to develop and co-ordinate the Church's young adult work throughout Scotland based on Edinburgh.
Applications and recommendations by 31st January 1986 to the General Secretary, Department of Education, 121 George Street, Edinburgh EH2 4YN from whom further information and particulars are available. (19782)

Highland

Education Department

Highland Regional Council invite applications from suitably qualified and registered teachers for the following posts:—

CAITHNESS DIVISION
WICK HIGH SCHOOL
Teacher of Music
THURSO HIGH SCHOOL
Teacher of Music
WICK HIGH SCHOOL AND THURSO HIGH SCHOOL
Instrumental Instructor
(Brass and Woodwind)

Further particulars and application forms can be obtained from the Divisional Education Officer, Divisional Education Office, Rhind House, West Banks Avenue, Wick. (Tel: Wick 2362), to whom completed forms should be returned by Friday, 20th December, 1985. (19918)

LOTHIAN REGIONAL COUNCIL
Department of Education
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.
SECONDARY
[illegible]
NEWBATTLE HIGH SCHOOL, Dalkeith — MATHEMATICS
DRUMMOND COMMUNITY HIGH SCHOOL, Edinburgh
— Business Studies/Economics
LIBERTON HIGH SCHOOL, Edinburgh — Business Studies/Economics

TEMPORARY TEACHER
VARIOUS HIGH SCHOOLS IN LOTHIAN REGION
— Pupils with learning difficulties
Applicants should be qualified in secondary subjects. Training will be given.
The appointment is on a full-time temporary basis from January 1986 to December 1986.
SPECIAL EDUCATION
REMEDIAL TEACHERS IN PRIMARY SCHOOLS
Applications are invited for the undernoted full-time posts.
TEACHER
WOODBURN PRIMARY SCHOOL, Dalkeith
WHITDALE PRIMARY SCHOOL, Whitburn
VISITING TEACHER
based at Loanhead Primary School, Loanhead
Applicants must be registered teachers and have good primary experience. Previous experience of remedial or special education is desirable but not essential.
Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.
OUTDOOR EDUCATION
TEMPORARY INSTRUCTOR
Outdoor Education in Primary Schools
The appointment is on a full-time temporary basis from January 1986. Applicants should have appropriate qualifications and experience...
Salary will be in accordance with the current scale for Instructors in Outdoor Education.
Application forms and further particulars for the above posts may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.
Closing date for applications is 20th December 1985.
AN EQUAL OPPORTUNITIES EMPLOYER (19324)

TEMPORARY EDUCATIONAL PSYCHOLOGIST
£10,524 — £14,766

Applications are invited from qualified educational psychologists for the above post in the Education Department which falls vacant through maternity leave being given to an existing staff member. The position will be available from mid February 1986 to mid November 1986. Salary will be in accordance with the Scottish Teachers Salaries Memorandum for psychologists.
Applications from candidates with knowledge/experience of language development and disorders or behaviour difficulties in young children would be particularly welcome.
Closing date 13 December 1985.
Application forms may be obtained from the Personnel Department, Regional Headquarters, Newton St. Boswells, TD6 0SA. Completed forms should be returned to the Personnel Department. (19800)

REGIONAL COUNCIL
Borders

ORKNEY ISLANDS COUNCIL

RBADVERTISEMENT

DIRECTOR OF EDUCATION & RECREATIONAL SERVICES
£20,331-£21,879

Applications are invited for the above post which will become vacant at the end of March 1986 with the retiral of the present Director.
Applicants should have a wide experience of administration in Education.
The salary range is £20,331-£21,879 plus an islands allowance of £537 per annum. There is an assisted removal scheme and housing will be available. Further particulars may be obtained for the Director of Education, Council Offices, Kirkwall.
Applications, together with the names of two referees, should be submitted to the Chief Executive, Orkney Islands Council, Council Offices, Kirkwall, Orkney by 13 December 1985.
Applicants should declare any relationships to any member or senior official of Orkney Islands Council.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified registered teachers for the undernoted posts
TEACHER OF PHYSICS
— one vacancy
TEACHERS OF CHEMISTRY
— two vacancies
TEACHERS OF MATHEMATICS
— two vacancies
TEACHERS OF BUSINESS STUDIES
— four vacancies
Presences that applicants should be registered with the General Teaching Council for Scotland 5 Royal Terrace Edinburgh Housing may be available
Applications forms, together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries. Tel. 0387 63822 to whom completed forms should be returned as soon as possible (19774)

DUMFRIES & GALLOWAY
Dumfries & Galloway Regional Council, Council Offices, Dumfries DG1 2DD. Telephone: (0387) 53341

INDEPENDENT EDUCATION
continued

SURREY

PARSONS MEAD SCHOOL
Ashtead

DEPUTY HEAD TEACHER

Applications are invited for the above non-residential post for 1st September 1986 on the retirement of the present holder. A well-qualified and experienced teacher is required for this expanding school of over 400 girls, including a Junior School of approximately 150 and a boarding house (54 girls). The school offers an education of a high academic standard. The Deputy Head will be expected to teach and also to play a leading role in all aspects of school life. The school is Group 2 and the salary will be Burnham Scale plus Area Government Superannuation, London Fringe Allowance.

Further details and application forms are available from The Headmistress, Parsons Mead School, Ashtead, Surrey KT21 2PE.

Closing date for applications, January 3rd, 1986.
(13960) 180019

By Subject Classification

Art and Design

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex
CM3 6HA
Required for September 1986 TEACHER OF HISTORY OF ART.

The successful candidate would be required to teach the subject to A-Level (AEB) and AO-Level (Cambridge) to Sixth Form pupils in a department with a proven record of examination attainment. The post will be full time and would be open to either those with Art History or practical art as a specialism. The salary will be set according to the qualifications of the successful candidate on the Burnham scales.

Further details and applications forms may be obtained from the Headmistress' Secretary at the above address or by telephoning 0245 467588. Closing date for applications: 27th December.

BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton, East Sussex BN1 3AT
Required from April to November (Possibly December) 1986 (covering maternity leave) a Classics graduate to teach Latin from second year beginners to Advanced Level (including the classical civilisation topic) and if possible Greek.

Please apply in writing to the Headmistress, enclosing a curriculum vitae and names and addresses of two referees. The closing date is Monday, 16th December.
(028357) 181624

Computer Studies

Heads of Department

CARDIFF

A graduate in Computer Science (or equivalent experience) is required to take charge of the Computer Department in a well-established and rapidly expanding 6-form College commencing January 1986, on Scale 2. There is a well-equipped Computer Lab based on the BBC B Net System. Knowledge of Pascal and Assembler is an essential requirement. Candidates who have an interest in developing computing applications in the School and/or elsewhere in the College will receive preference.

Applications in writing to: The Principal, Nwy College, Bute Terrace, Cardiff CF1 2TE. (03445) 185018

LONDON
COMPUTER STUDIES
Required from January computer expert to Head and develop Computer Department in newly established tutorial college. Apply with C.V. 405-414 Tottenham Court Road, W1 or Tel: 580 6043. (03218) 182018

Craft, Design & Technology

Heads of Department

CANTERBURY
THE KING'S SCHOOL
Canterbury
Head of CDT: September 1986
The School wishes to appoint a Head of CDT to establish and develop the teaching of the Subject CDT: Technology. It is also intended that CDT should be an important and related activity. A new Technology Centre is being built and will be ready for September 1986.

Apply with full C.V. to the Headmaster, The King's School, Canterbury.
(03931) 182118

Economics & Business Studies

Other Assistants

BEDFORDSHIRE
CLAREDON SCHOOL
Kaynes, Bedford MK45 3BL
(360 girls)
Required for January next, mainly Advanced Level, but some O-Level work, a graduate in Economics, Business Studies or Accountancy.

Please write with full curriculum vitae and names of two referees to the Headmistress.
(09927) 183284

LONDON
CITY OF LONDON SCHOOL
HMC 800 day boys 10 - 18

Required for April 1986 an ECONOMICS, to share the Economics teaching with the Sixth Forms (including AO Business Studies).

The appointment may be a temporary one for the Summer Term only; or a permanent appointment may be offered to a suitable candidate.

Salary above Burnham. The School will move after the Summer Term 1986 to magnificent newly-built premises on a riverside site in the City.

Applications accompanied by a full curriculum vitae and the names, addresses and telephone numbers of three referees, should be made as soon as possible to the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DL (01-353 0046).
(03068) 182254

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10 - 18 with 84 girls in the sixth form)
Required for April or September 1986, honours GRADUATE to share the teaching of ECONOMICS and BUSINESS STUDIES in a strong department offering a range of sixth form courses to G.C.E. Advanced level and beyond. Help with extra-curricular activities, C.C.F. for games would be an additional recommendation.

Scale 2 post available for a suitably experienced candidate, although we would be pleased to receive applications from newly qualified teachers of theses with relevant sandwich experience in industry.

Further particulars may be obtained from the Headmaster for whom applications should be sent, giving personal details and the names and addresses of two or three referees.
(02913) 182224

SUSSEX
DAVIES'S COLLEGE
44 Cromwell Road, Hove, Sussex BN3 3ER

Tel: Brighton 723911

An Independent College of Commerce

Recognised as Efficient by the British Accreditation Council

Required as soon as possible.

A qualified graduate teacher of Economics to GCE 'A' Level.

Relevant teaching experience essential. Candidates who can also offer Sociology or Law to 'A' Level will be preferred.

The above post is a full-time staff appointment pensionable under the DES scheme.

Please write or telephone for full details and application form. (03464) 182924

WEST SUSSEX
SEAFORD COLLEGE
Petworth, W. Sussex GU28 0NB
Required for January 1986 or as soon as possible thereafter (for students in last year, September 1986 could be considered) an assistant teacher to teach Business Studies to 'A' level, with a few AO periods in addition.

Further details and application form from the Secretary. (02905) 182224

English

Other Assistants

DEVON
BATTISBOROUGH SCHOOL
Roiheton, Devon PL8 1JX
Required for the Easter Term (January 13 - March 21) 1986 only, a teacher of English as a Foreign Language, preferably with German as a second subject. Accommodation is available. Salary scale £8438 - £9,177.

For further details please contact the Headmaster at the above address or telephone Roiheton (075-530) 323.
(03670) 183444

LONDON
INDEPENDENT SECTOR
Full or part time teacher required to teach English from January. Scale 1 or Scale 2 post.

Apply in writing to Headteacher with C.V. Mrs C. Vaughan, Woodford Hatorah School, 153 Stamford Hill, London N16. (03031) 182424

SURREY
REED'S SCHOOL
Cobham, Surrey

ENGLISH ASSISTANT

H.M.C. 345 Pupils 11 - 18

A graduate in English to teach English throughout the School from September 1986. There is the possibility of participation in Head of Department with in a year or two's time. Single accommodation can be provided.

Salary is Burnham plus Reed's and Area Weighting Allowances.

Apply with a C.V. and names and addresses of 2 referees to the Headmaster from whom full details can be obtained.
(03238) 182424

WEST SUSSEX
CHRIST'S HOSPITAL
Horsham, West Sussex

Independent, co-educational boarding school, 11 - 18 years, 650 boys, 210 girls

English Graduate required for September 1986, to teach throughout the age range.

English Graduate required for September 1986 for temporary, one term vacancy, if applicants wish they will also be considered for the September vacancy.

Applications with a full curriculum vitae and the names of two referees to: The Head Master's Secretary, Christ's Hospital, Horsham, Surrey RH13 7LS (0403 52547) from whom further details of these posts and the School can be obtained.
(03640) 182424

English

Other Assistants

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BATTISBOROUGH SCHOOL
Roiheton, Devon PL8 1JX
Required for the Easter Term (January 13 - March 21) 1986 only, a teacher of English as a Foreign Language, preferably with German as a second subject. Accommodation is available. Salary scale £8438 - £9,177.

For further details please contact the Headmaster at the above address or telephone Roiheton (075-530) 323.
(03670) 183444

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Full or part time teacher required to teach English from January. Scale 1 or Scale 2 post.

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Geography

Other Assistants

ESSEX
WELSTED SCHOOL
Required for September 1986, an enthusiastic young graduate to teach throughout the School in an expanding department. The successful candidate should be able to teach both physical and human geography and be prepared to help with the supervision of A' level fieldwork projects and assist on fields activities. Minibus and insulation available. Pristine condition.

An interest in extra curricular activities will be an advantage.

Further details may be obtained from, and applications enclosing a curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (02933) 182624

History

Other Assistants

EAST SUSSEX
BEXLEYHEATH HOUSE SCHOOL
Battle, East Sussex
Required to teach History and French full-time. Burnham Scale 1 and Government Superannuation.

Apply in writing by 8th December 1985 giving details of qualifications and experience, and names and addresses of two referees, to Bexleyheath House School, Brammerdown Road, Battle, East Sussex TN33 0SR. Tel. 0424 61658. (03444) 183824

LONDON
ST PAUL'S SCHOOL
Lonsdale Road, Barnes, London SW13 9JT

Tel: 01-748 9162

There will be a vacancy in April 1986 for a graduate to teach Mathematics throughout the School. This is a post offering considerable scope. There are at present 175 boys studying A level mathematics and there is a strong Cambridge tradition. Further information may be obtained from the Head of Mathematics.

St. Paul's salary scale. If necessary, help with accommodation available.

For children of established members of staff, free education is available at St. Paul's School, Colet Court or St. Paul's Girls' School.

Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (03715) 183484

RICHMOND UPON THAMES
ST. CATHERINE'S SENIOR SCHOOL
Cross Deep, Twickenham
TW1 4QJ
(Tel: 01-891 2888)
SCALE 1 POST

Required Summer Term 1986 or earlier, possibly on permanent basis, full time trained graduate to teach Mathematics throughout the School to G.C.E. Ordinary and Advanced Level.

Ability to teach Computing and Advanced Level Mechanics essential; interest in Statistics an advantage.

Apply
(03907) Headmistress 183484

Home Economics

Other Assistants

WORCESTERSHIRE
Experienced Home Economics required, to fill a responsible post in a girls' Residential College. A high standard of cookery skill essential. Age within reason no barrier. The post is residential and the successful applicant is required to resume in April 1986.

Burnham Scale, salary offered.

Apply in writing to: The Principal, Evendine College, Malvern, Worcs. WR13 6DB. (03638) 183084

Mathematics

Other Assistants

BATH
MONKTON COMBE SCHOOL
Bath BA2 7HG

Required in September 1986 a TEACHER OF MATHEMATICS. The attractive and strong and attractive Sixth Form set. Applicants should be young graduates with or working for a first or second post in a lively department offering teaching responsibility as Head of Set. CHARTWELL, Experienced in and enthusiastic about COMPUTING a strong recommendation. Ability to coach games, particularly ROWING, an advantage. Willingness to be involved in a boarding school with a lively Christian tradition essential.

Details from and applications, giving names of two referees, to the Head Master. (03904) 183424

LONDON
ST PAUL'S SCHOOL
Lonsdale Road, Barnes, London SW13 9JT

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Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (03715) 183484

Modern Languages

Other Assistants

AVON
KINGSWOOD SCHOOL
Bath
H.M.C. Mixed, 180 in Sixth Form

Required for January 1986 a temporary teacher of French for two terms only, to share teaching throughout the School.

Applications should be made in writing as soon as possible to the Headmistress, Mrs. M. Tucker, Reading Road, Pangbourne, Berkshire RG8 7LW. Tel: 073 74 2933. (03645) 183824

WORCESTER
ROYAL GRAMMAR SCHOOL
Worcester
H.M.C. 11 - 18, 800 Boys, 200 in Sixth Form

Music specialist required for April or September. Must be able to offer another teaching subject, or games.

Applications by letter with curriculum vitae and two referees, to Headmaster, Royal Grammar School, Worcester. (03914) 183824

BERKSHIRE
WELLINGTON COLLEGE
A well qualified graduate is required in SEPTEMBER 1986 to join the MODERN LANGUAGES DEPARTMENT to teach FRENCH and SPANISH (preferably) or GERMAN. The right applicant would teach either subject up to 'A' Level. An ability and willingness to help with games and other school activities will be an advantage.

Applications with c.v. and the names of 2 referees to The Master, Wellington College, Crowthorne, Berks. as soon as possible. (14356) 183664

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Old Hatfield, Nr. Hatfield Herts.
Tel. Wars (0920) 821504
H.M.C. 400 Independent Catholic boarding and day school for boys aged 11 - 18

A teacher of Spanish at all levels is urgently required. The post is vacant because of illness. Salary on Burnham Scale, according to age, experience and qualifications. Single accommodation may be available.

Please contact the Headmaster as soon as possible, naming two referees and their telephone numbers.
(03426) 183624

Modern Languages

Other Assistants

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INDEPENDENT EDUCATION
continued

LONDON

FOREST SCHOOL
London E17 3PY
(Epping Forest area)

HMC: IAPS

Independent 400 boys
Preparatory School - 400

Girls School - 300 girls
Co-educational Sixth Form

A graduate (EITHER new entrant - Scale 1/3 - OR experienced teacher - Scale 3) is required for September 1986 to teach MATHEMATICS (TIMES 6yr syllabus) to 'O' level and 'A' level. The wide range of teaching includes single sex classes to 'O' level and co-educational groups in the Sixth Form.

The Outer London allowance is payable.

The ability to help with sports or C.C.F. would be useful.

Assistance with accommodation may be available.

Apply with c.v. and names of 2 referees to the Warden from whom further details are available. (03620) 183424

SURREY
NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
(Independent School)
Required January 1986 part-time graduate to teach Mathematics to 'O' level with the possibility of some 'A' level work, Burnham scale.

Apply in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (03649) 183424

Other than by Subject Classification

Other Assistants

AVON
KINGSWOOD SCHOOL
Bath
H.M.C. Mixed, 180 in Sixth Form

Required for January 1986 a temporary teacher of French for two terms only, to share teaching throughout the School.

Applications should be made in writing as soon as possible to the Headmistress, Mrs. M. Tucker, Reading Road, Pangbourne, Berkshire RG8 7LW. Tel: 073 74 2933. (03645) 183824

WORCESTER
ROYAL GRAMMAR SCHOOL
Worcester
H.M.C. 11 - 18, 800 Boys, 200 in Sixth Form

Music specialist required for April or September. Must be able to offer another teaching subject, or games.

Applications by letter with curriculum vitae and two referees, to Headmaster, Royal Grammar School, Worcester. (03914) 183824

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WELLINGTON COLLEGE
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Please contact the Headmaster as soon as possible, naming two referees and their telephone numbers.
(03426) 183624

SHROPSHIRE
BEDSTONE COLLEGE
G.B.A. B.M.(Ed.)
GRADUATE IN SPANISH

Required for September 1986 (or preferably April) for Senior Co-Educational boarding school teaching up to and including Advanced Level work. Subsidiary French would be a valuable advantage. Accommodation available for a single teacher. Full curriculum vitae to the Headmaster stating outside interests (e.g. Rugby, Netball, Duke of Edinburgh etc.).

Bedstone College, Bucknell, Shropshire SY7 0BG.
(03283) 183624

A graduate (EITHER new entrant - Scale 1/3 - OR experienced teacher - Scale 3) is required for September 1986 to teach MATHEMATICS (TIMES 6yr syllabus) to 'O' level and 'A' level. The wide range of teaching includes single sex classes to 'O' level and co-educational groups in the Sixth Form.

The Outer London allowance is payable.

The ability to help with sports or C.C.F. would be useful.

Assistance with accommodation may be available.

Apply with c.v. and names of 2 referees to the Warden from whom further details are available. (03620) 183424

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Burwood House, Cobham, Surrey
(Independent School)
Required January 1986 part-time graduate to teach Mathematics to 'O' level with the possibility of some 'A' level work, Burnham scale.

Apply in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (03649) 183424

BERKSHIRE
MAIDENHEAD COLLEGE
The appointment will take effect either in April or September 1986.

Music is taught to O and A Level. The department has a fine reputation: there are flourishing junior and Senior choirs and the small orchestra and wind are accomplished. Pianistic skills are essential. Burnham Scale 1 or 2 depending on experience and qualifications.

Further details obtainable from the Headmistress, Maidenhead College, Oaks Lane Avenue, Maidenhead, Berkshire SL6 6AW.

Please apply in writing to the Headmistress enclosing the names and addresses of two referees and a full curriculum vitae by 14th December 1985. (02984) 185824

OXFORD
READINGTON SCHOOL
Oxford
Flute teacher to teach 36 pupils required from the beginning of January 1986 on 3 or 4 days a week. Possibility of wind ensemble work also.

Applications should be made in writing as soon as possible to the Headmistress, Mrs. M. Tucker, Reading Road, Pangbourne, Berkshire RG8 7LW. Tel: 073 74 2933. (03645) 183824

WORCESTER
ROYAL GRAMMAR SCHOOL
Worcester
H.M.C. 11 - 18, 800 Boys, 200 in Sixth Form

Music specialist required for April or September. Must be able to offer another teaching subject, or games.

Applications by letter with curriculum vitae and two referees, to Headmaster, Royal Grammar School, Worcester. (03914) 183824

Pastoral

Other Assistants

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury, Glos. GL8 8QG
Required in April 1986, HOUSEMISTRESS to be responsible for the welfare of junior girls (11+) in detached House. Teacher preferred who should state subject qualifications.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster. (03685) 184094

Physical Education

Other Assistants

KENT
HOLY TRINITY CONVENT SCHOOL
Pimlstow Lane, Bromley, Kent

Required for January 86 until July 86 temporary appointment. Assistant teacher of P.E. to girls aged 11 - 18.

Applications including C.V. with names of 2 referees and a contact telephone no. to Headmistress. (02931) 184324

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
3 Maresfield Gardens, London NW3
G.P.D.S.T.
Required for April 1986, teacher of Physical Education to share in the work of a lively department and if possible to take responsibility for the Netball teams. Scale 2 post available for experienced applicant.

Applications should be made in writing to the Headmistress, giving names of two referees. (02926) 184224

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern, Worcs. WR14 3HF
(265 girls mainly boarders 11 - 18 years)
Required for April 1986: An enthusiastic, committed teacher with a wide range of expertise but special interest in netball and dance, to join an active department of 3.

Further information from the Headmistress to whom applications should be made with curriculum vitae and names of two referees. (03050) 184324

WILTSHIRE

RE-ADVERTISEMENT

Co-educational day school requires for January 1986 graduate to take science to GCE O level (London Board).

Apply with c.v. to Kingsbury Hill School, Market Lavington, Wiltshire SN10 4JA. (03939) 184824

Science

Heads of Department

LONDON
PHYSICS
Experienced teacher required from January to Head Department. Tuition Centre. Tel: 01-373 3886.

Hampstead Road, NW7 or Tel: 584 0007/7580. (03317) 184818

Other Assistants

BROMLEY
HOLY TRINITY CONVENT SCHOOL
81 Plaistow Lane, Bromley
Tel: 01-460 1715
(400 girls)
Required January 1986 Graduate to teach Biology to O & A level.

Please apply with c.v. names of 2 referees and contact telephone no. to Headmistress. (03493) 184824

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
3 Maresfield Gardens, London NW3
G.P.D.S.T.
Required for April 1986, teacher of Physical Education to share in the work of a lively department and if possible to take responsibility for the Netball teams. Scale 2 post available for experienced applicant.

Handwritten letters of application with c.v. and addresses of two referees should be sent to the Headmistress, Maidenhead, Berkshire SL6 6AW. (02926) 184224

WORCESTERSHIRE
ELLERSLIE SCHOOL
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(265 girls mainly boarders 11 - 18 years)
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PHYSICS
Experienced teacher required from January to Head Department. Tuition Centre. Tel: 01-373 3886.

Hampstead Road, NW7 or Tel: 584 0007/7580. (03317) 184818

Other Assistants

BUCKINGHAMSHIRE
BATTISBOROUGH SCHOOL
Roiheton, Devon PL8 1JX
Required for January 1986, a qualified teacher for JUNIOR SUBJECTS in girls boarding and day school. Country position. Very small classes. Scale 1 post. This is a residential post and we are looking for applicants who also have the ability to teach Geography further up the school.

Apply in writing with full curriculum vitae, and the names and addresses of two referees to: The Principal, Charnwood School, Lillington Dorrell, Buckingham MK18 5AN. (03311) 183624

DEVON
BATTISBOROUGH SCHOOL
Roiheton, Devon PL8 1JX
Required for the Easter Term (January 13th - March 21st) 1986 only, a teacher of English as a Foreign Language, preferably with German as a second subject. Accommodation is available.

Salary scale £8438 - £9177.

For further details please contact the Headmaster at the above address or telephone Roiheton (075-530) 323.
(03671) 183644

DORSET
PORRES SCHOOL
See under Art and Craft, other Asets. (02915) 185624

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
Former Direct Grant Grammar School
Requires for the beginning of the summer term a suitably qualified graduate to teach Biology, part-time, throughout the school. Temporary post in first instance, possibility of permanent post in September. Salary Burnham plus and London Fringe.

Please apply to the Headmistress with name and address of two referees.
(03647) 184824

SURREY
ST. JOHN'S SCHOOL
Leatherhead
Part-time teacher(s) required for January 1986 to teach 'O' level in Chemistry and Physics. Accommodation available.

Apply with C.V. and the names and addresses of two referees to: D.E. Brown, Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP.
(02959) 184824

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Tel: Esher 67541
An Independent, co-educational day and boarding school with 575 pupils in Middle and Senior Schools. All boarders attend the Christian Science Sunday School.

Required in April for possibly September) 1986 a full time BIOLOGY teacher for 11 - 18 age groups, 'O' & 'A' & 'S' Levels. Scale 1. Burnham (updated) with Surrey Allowance. Government superannuation.

Letters of application, with C.V. should be sent to the Headmaster, Mr. Peter Hill-Smith by 8th January, 1986, marking the envelope "Application". (03466) 184824

WILTSHIRE

RE-ADVERTISEMENT

Co-educational day school requires for January 1986 graduate to take science to GCE O level (London Board).

Apply with c.v. to Kingsbury Hill School, Market Lavington, Wiltshire SN10 4JA. (03939) 184824

Other than by Subject Classification

Other Assistants

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Strathclyde Department of Education

Further Education

DEPUTE PRINCIPAL

BELL COLLEGE, Hamilton.

Group 8. Present Salary £20,490.
This post will become vacant in June, 1986.

CARDONALD COLLEGE, Glasgow.

Group 6. Present Salary £18,462.
This post will become vacant in August, 1986.

LANGSIDE COLLEGE, Glasgow.

Group 7. Present Salary £19,398.
This post is currently vacant.

Applicants should state clearly the post(s) for which they are applying. Forms of application and particulars of the post(s) may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF, (Telephone 041 227 3414/2753) to whom completed applications should be returned not later than 27th December, 1985.

EDWARD MILLER
Director of Education

(16112)

MID GLOUCESTERSHIRE TECHNICAL COLLEGE

PRINCIPAL (Group 5)

Applications are invited from suitably qualified persons for the post of Principal of this Group 5 College within Service and Further Education and Training needs of the Stroud and South Cotswold areas.

This post will be vacant from 1st January, 1986 following the retirement of the present postholder. It is intended that an appointment be made as soon as possible, preferably in time for the post to be filled by September 1986.

Further details and an application form available from: The Chief Education Officer (Personnel Division/TG3), Shire Hall, Gloucester GL1 2TP. Telephone: Gloucester 425381. Please enclose s.a.e. Closing date for the receipt of applications: 23rd December, 1985.

Gloucestershire County Council
AN EQUAL OPPORTUNITIES EMPLOYER

PREPARATORY SCHOOLS
continued

Music

Other Assistants

WORCESTER
ROYAL GRAMMAR SCHOOL Worcester
R.M.C. 11 - 18. Separate Preparatory Department
Music specialist required for April or September to be involved also in teaching general subjects and games within the Preparatory Department (boys 8 - 13).
Applications by letter with curriculum vitae and two referees, to Headmaster, Royal Grammar School, Worcester. (02815) 205824

Physical Education

Other Assistants

MIDDLESEX
BUCKINGHAM COLLEGE JUNIOR SCHOOL
The Ridgeway, Kenton, Middx. HA3 0LJ.
100 day boys 5 - 12+
Enthusiastic teacher of Boys Games + P.E. required from January 1986.
Apply to the Headmaster with C.V. names and addresses of two referees listing subsidiary strengths. Accommodation available. (03415) 204294

Science

Other Assistants

LONDON SW18
ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road, London SW13 9JT
Wanted for April or September 1986, a teacher of Science up to G.C.S./School-level.
Ability to assist with games an advantage, but not essential.
Superb laboratory: salary above Burnham.
Applications, with full c.v., to the Headmaster. (03406) 204824

Other than by Subject Classification

Other Assistants

BERKSHIRE
ELSTREE SCHOOL Woolhampton, Nr. Reading
(I.A.P.S. 165 boys)
An experienced, resident JUNIOR FORM TEACHER is required in September 1986 to take a small form of 7/8 year old boys in main subjects (not Latin) and to enter fully into the extra-mural activities of this well established rural boarding and day school. Salary up to Burnham Scale 3. Superannuation scheme. Some accommodation available.
Further details from the Headmaster (SAE, please). (02894) 505624

KINDERGARTEN Teacher required in January, for independent school in the Hillingdon area. Please write to Box TES 00467, Priory House, St. John's Lane, EC1M 4BX. (03223) 205624

LONDON W1
For January 1986. Full-time Class Teacher 5 - 9 year olds. Ability to offer games an advantage.
Apply in writing with full c.v. to The Headmistress, Milestone Preparatory School, 66 New Bond Street, London W1S 1RF. Tel: 01-493 3545. (03412) 205624

Colleges of Further Education

Directors, Principals and Vice Principals

WEST GLAMORGAN
COUNTY COUNCIL
See displayed advertisement under Tertiary Education. (03092) 220016

Heads of Department

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
HEAD OF ENGINEERING & CONSTRUCTION STUDIES - GRADE V
The post will be available from 1st May 1986 in order to facilitate a smooth transfer as the two existing Departments of Engineering and Engineering Craft & Building Studies are merged to form a single Department with effect from 1st September 1986.
The person sought will be a committed professional with appropriate qualifications and a range of relevant experience, which includes management of resources. The job offers a unique opportunity for further self-development and preparation for the next step in career development.
Applications form and further particulars from:
Principal's Secretary, Halton College of F.E., Kingsway, Widnes, Cheshire WA8 7QQ. (SAE please).
Closing date - first post 6th January 1986.
Interviews will be held around mid-January 1986. (03445) 220018

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON
KINGSTON COLLEGE OF FURTHER EDUCATION
TWO HEAD OF DEPARTMENT (GRADE IV)
Applications are invited for two key posts in a well established college of further education in West London: namely Head of Department of Environment Studies and Head of Department of General Studies. Both posts are available from 1st September 1986.
Salary £15,540 - £17,406 per annum plus London Weighting £678 per annum.
Further details and application form (SAE) from the Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ.
To be returned by 13th December 1985. (03342) 220018

DEVON
Please see displayed advertisement on Page 43. (03383) 220018

WEST GLAMORGAN
West Glamorgan County Council, Swansea College of Higher Studies. See displayed advertisement on page 49.

Other Appointments

BRENT
LONDON BOROUGH OF BRENT
KILBURN POLYTECHNIC
Priory Park Road, London NW6 7XR
BRENT INDUSTRIAL LANGUAGE TRAINING UNIT
LECTURER I (Post 85/53)
Required to join an expanding team which offers training and advice to promote positive relations in the multi-racial workplace and in organisations which provide a service to the community. The ILT Unit works through courses, visits and community groups to eliminate discrimination and to further equality of opportunity.
The work is highly varied. All applicants who feel they have interest or experience in any of the following or related areas should apply:
- race relations and equal opportunities
- community groups and voluntary organisations/co-operatives
- industry or business at any level
- industrial relations/personal/training
- trade unions.
Salary: £6,207 - £12,705 (subject to confirmation) plus London Allowance £1,038.
Brent is an equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
All applicants who feel they have a contribution to make to the work of the unit regardless of formal qualifications should apply, where appropriate training opportunities will be made available.
Further particulars and applications, returnable by 20th December may be obtained from the Principal on receipt of a S.A.E. (03223) 220016

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
Vacancies exist from 1 May 1986 for the following posts:
DEPARTMENT OF ENGINEERING
LECTURER I in MECHANICAL PRODUCTION ENGINEERING
Applicants should possess a degree and/or equivalent professional qualifications in mechanical engineering and other relevant experience. CAD/CAM systems, SPC/CQI processes and production.
LECTURER I in ELECTRONIC ENGINEERING
Applicants should possess a degree and/or equivalent C&G Part III qualification in Electronics or other relevant qualifications and must have a keen interest in electronics applications and preferably be able to offer Video Recording, Playback experience.
DEPARTMENT OF MATHEMATICS, SCIENCE, COMPUTING & ELECTRICAL INFORMATION TECHNOLOGY
Applicants should be appropriately qualified and familiar with commercial applications of mini and microcomputers. Teaching will be on courses up to BTEC National Diploma and assist with short course design is anticipated.
LECTURER I in PHYSICS
To teach on GCE A & AS level and BTEC National Diploma Certificate courses with responsibility of participation in close work-related courses. Possession of an appropriate teaching qualification is essential.
DEPARTMENT OF SOCIAL & COMMUNITY STUDIES
LECTURER I in COMMUNICATION SKILLS & 16+
Ideally suited to graduate able to teach students on a variety of courses through technical with special reference to National GCE O/A level Communication Skills & 16+.
LECTURER I in COMMUNICATION SKILLS & SOCIAL STUDIES
(Bournemouth Rite) to teach a wide range of F/T & P/T courses with special reference to YTS/CPVE and Core Skills groups.
LECTURER I in MUSIC to teach a wide range of F/T & P/T groups including those working for 'A' level and Diploma examinations. Applicants should be sound practical musicians, able to coach instrumental, choral and orchestral ensembles in a well established and successful Art Division.
Application forms and further details from the Principal's Secretary, BCFE, North Road, Parkstone, Poole, Dorset (Tel: 0202 747699) to be returned within two weeks of publication of this advert. (03093) 220016

ilea Inner London Education Authority

SOUTH WEST LONDON COLLEGE
Vice-Principal (Resources)

Applications are invited from experienced and imaginative educationalists with a background in the field of Management and Business Education and knowledge of commerce and industry.

Candidates should be graduates and/or professionally qualified with the necessary leadership qualities and broad educational experience at a senior level. The College top management team of the Principal and two Vice-Principals is so structured that a high level of interchangeability of functions between the three is essential. Experience of resource management and admin support would be an advantage.

Salary: Group 7 £21,528 *(including £1038 Inner London allowance).*

Further details and form of application returnable by **27th December 1985** from Deputy Admin Officer, South West London College, Tooting Broadway, London SW17 0TQ (T. 325)

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (16114)

TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU
Telephone: 01 802 3111
Principal: J. R. Parry Williams, MSc. PhD. CBiol. FRES, FIBiol.

Head of Department of Engineering (Grade V)

Applications are invited for the above post which will be vacant at the end of the Spring Term 1986 on the appointment of the present holder to a Vice-Principalship of another College.

Salary: (under review) £17,940 - £19,809 inclusive of London Weighting. 100% of approved removal expenses may be paid to the successful candidate.

Further particulars and forms of application (stamped, addressed envelope please) from the Vice Principal to whom forms should be returned by Monday, 6th January 1986.

(16116)

Haringey

Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Principal

Boston College of Further Education
Salary currently £21,975.

Applications are invited for the above post, which will become vacant on 31st August 1986, following the retirement of the present Principal.

The College is currently in Group 5 and has a matrix organisation. College programmes include adult education, business and management studies, construction, engineering, fashion, general education, hairdressing, road transport and secretarial studies.

Further particulars and application forms are available from the Director of Education (Ref. FE/HS), County Offices, Newland, Lincoln. Tel: Lincoln 29931 ext. 156.

Closing date for applications: 30th December 1985. (FE1146)

Lincolnshire County Council

Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ
HOTEL AND CATERING

Guildford College of Technology

Head of Department Grade V

Salary Currently £16,902 – £18,771 plus £264 fringe area allowance

Applications invited for this appointment to commence from 1 May 1986. The work of the Department includes Hotel, Catering and related studies, Hairdressing, Beauty Therapy and Sports Management Courses.

Generous relocation expenses payable in accordance with County Council's scheme.

Further particulars and application form from: The Principal, (LARGE SAE requested) CLOSING DATE – Friday 6 January 1986.

GCT Surrey Education Committee (16114)

Lancashire County Council

An Equal Opportunities Employer.

W.R. TUSON COLLEGE
St. Vincent's Road, Fulwood, Preston

BURNHAM GRADE IV
HEAD OF THE DIVISION OF MECHANICAL AND PRODUCTION ENGINEERING
Required 1st May, 1986.

DIVISION OF ELECTRICAL AND ELECTRONIC ENGINEERING LECTURER GRADE II – TO TEACH ELECTRONICS

DIVISION OF ADULT STUDIES
LECTURER GRADE I – TO TEACH BASIC & GENERAL EDUCATION

DIVISION OF BUSINESS STUDIES
LECTURER GRADE I – TO TEACH ACCOUNTING (PUBLIC AND PRIVATE SECTOR) AND COMPUTER BASED ACCOUNTING

The above THREE POSTS are required 1st January, 1986 or as soon as possible thereafter.

Forms/Further details for the above FOUR POSTS from/to Chief Administrative Officer, at the College. (SAE please)

LANCASTER & MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Road, Lancaster.

SCALE I – LECTURER CATERING
Required as soon as possible.

Forms/Further details from/to The Principal at the College. (SAE please).

Closing date for ALL THE ABOVE POSTS: 19th December, 1985.

(16109)

NORTHERN IRELAND
WESTERN EDUCATION AND LIBRARY BOARD
Technical College
North West College of Technology,
Strand Road, Londonderry, Northern Ireland

(Ref S/58)

LECTURER GRADE I IN GERMAN/FRENCH

Joint Honours degree (min 2.2) in German and French essential with teaching qualification and experience desirable.

(Ref S/59)

LECTURER GRADE I IN BI-LINGUAL SECRETARIAL SKILLS

A degree in Languages including French is essential as is the Bi-Lingual Secretary's Diploma of RSA, or the Bi-Lingual Secretary's Certificate of RSA, or Diploma for Personal Assistants of RSA.

Application forms from the Personnel Officer, Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone returnable by NOON 15 January 1986.

Please quote the reference number in any correspondence relating to these posts.

(19790)

Education Committee
North Cheshire College

Director: William E. Buckley

DEPARTMENT OF BUSINESS, MANAGEMENT AND TRADE UNION STUDIES
Re-advertisement
Required as soon as possible.

Lecturer I in Business Studies (General Business Subjects)

Further details and application forms available from: (SAE please):

Administrative Officer — Personnel, North Cheshire College, Padgate Campus, Fearnhead, Warrington WA2 0DB.

Closing date: Friday 3 January 1986.

(16120)

COLLEGES OF FURTHER EDUCATION
continued

CLEVELAND
CLEVELAND TECHNICAL COLLEGE
Redcar
Applications are invited for the following posts, duties to commence as soon as possible:
APPOINTMENT OF LECTURER ONE IN SECRETARIAL SUBJECTS
Applicants should be able to offer the full range of secretarial subjects and have been involved in the latest developments in business education, the electronic office and in particular, Word Processing. Applicants should have had recent relevant commercial experience and appropriate qualifications.
APPOINTMENT OF LECTURER ONE IN BUSINESS STUDIES
Applicants should be able to teach Accounting as a main subject to GCE 'O'/'A' level, and BTEC National, but are expected to offer other business studies subjects, preferably those applicable to the leisure, travel and tourism areas of Business Studies.
Applicants should have had recent relevant commercial experience and appropriate qualifications.
Salary £6,207 - £11,037.
Application forms and further details of these posts are available by APPLYING IN WRITING ONLY to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (02854) 230026

CLEVELAND
CLEVELAND TECHNICAL COLLEGE
Redcar
Applications are invited for the following posts, duties to commence as soon as possible:
APPOINTMENT OF LECTURER ONE IN SECRETARIAL SUBJECTS
Applicants should be able to offer the full range of secretarial subjects and have been involved in the latest developments in business education, the electronic office and in particular, Word Processing. Applicants should have had recent relevant commercial experience and appropriate qualifications.
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(02854) 230026

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)

LECTURER I IN RETAIL DISTRIBUTION/TRAVEL
£6,207 - £11,037

For January to teach on YTS Retail courses in Department of Business, Management and Secretarial Studies. The College is in the process of developing BTEC National and YTS courses in Travel and Tourism and successful candidate must have experience of working in travel agency or with a tour operator. Formal qualifications such as a Degree or Diploma are essential and a certificate in Education desirable.
Application forms/details (foolscap SAE) to Principal's Secretary, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. (03518) 220026

EASTSUSSEX
EASTBOURNE COLLEGE OF ARTS AND TECHNOLOGY
St. Anne's Road, Eastbourne BN21 2XS
Principal: I.W. Williams, M.Ed., F.I.M., F.I.P.M., F.R.S.A.
Required in January 1986, LECTURERS I AND II to teach at both O-level and A-level of the GCE in the following subject areas:
BIOLOGY, HUMAN BIOLOGY, COMPUTER SCIENCE, MATHEMATICS.
Applications are invited from suitably qualified graduates. The main teaching responsibilities will be within the GCE Studies Department but an ability to contribute to a range of courses within the College, including Science in Food Studies and Hairdressing would be an advantage.
Salary within the range Lecturer I £6,207 - £11,037, Lecturer II £7,695 - £19,785.
Further particulars and application form can be obtained from The Principal, Eastbourne College of Arts and Technology, Eastbourne (0323) 644711, Ext. 212.
Closing date 21 December. (03448) 230026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A. (Phys., M.Inst.P., F.R.S.A.
Required as soon as possible
DEPARTMENT OF CONSTRUCTION AND DESIGN
LECTURER GRADE I IN WOODWORK
Applicants should be qualified to teach both practical and technology elements of Woodwork to Advanced Craft Certificate level and willing to assist with the organisation and supervision of the C.I.T.B. Courses.
SALARY SCALE: £6,207 - £12,705.
Application form and further particulars, returnable by Friday, 20th December, 1985 are available from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB on receipt of a stamped addressed envelope. (03515) 220026

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
An Equal Opportunity Employer
SOUTHGATE TECHNICAL COLLEGE
Principal: W.A.G. Easton, M.A. (Oxon) with Eng., F.I.Mech.E., F.R.S.A.
Ref G6. Lecturer Grade II required from 1st May 1986. Person appointed will be required to teach Computing to full-time and part-time day and evening students to 'O' and 'A' level, graduate with teacher training qualification and experience sought.
Salary Scale (including London allowance) £6,804 - £13,365 - the placing on this scale depends on qualifications and experience. Applications from employees of the GLC or MCCs with relevant experience will be welcome.
Application forms and further details (s.a.e., marked with post reference) obtainable from the Principal, Southgate Technical College, High Street, Southgate N14 6BS, to whom they should be returned within 7 days of the appearance of this advertisement. (03563) 220026

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY
SENIOR LECTURER IN COMPUTING
SENIOR LECTURER IN INFORMATION TECHNOLOGY
(ELECTRONICS ENGINEERING/COMPUTER TECHNOLOGY)
To teach mainly on BTEC Higher National Diploma courses in Computing and Information Technology. Applicants should be qualified to degree standard or equivalent and have relevant industrial experience.
Further details from the Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. (Tel: 0252 515511, Ext. 260).
Closing date: 20th December, 1985. (02871) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Applications are invited for the following post in the Department of Computer Science and Mathematics.
SENIOR LECTURER IN COMPUTING
This new and important post is for a person to lead a team charged with developing and servicing Computing Data Processing Courses across the colleges.
Existing courses include BTEC, NCC Threshold, C&G, GCE and special short courses and the person appointed will have an enthusiasm for enlarging this range in response to industrial, commercial and student needs.
Direct entry form commerce/industry would certainly be possible.
Further details and application forms can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU. Phone Dartford 25471. (Re-advertisement). (03273) 220026

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW
DEPARTMENT OF CATERING STUDIES
LECTURER GRADE I IN CATERING BUSINESS STUDIES
Applications are invited for the post of Lecturer Grade I in Catering Business Studies from 1st January 1986 or as soon as possible thereafter to teach Accounts, Economics, Personnel and Legal aspects on B.T.E.C. Diploma and other courses in the Department of Catering Studies.
Ideally applicants should have work experience in the Catering Industry, with relevant degree, H.N.D., H.C.T., M.A., membership and/or other qualification. A teaching qualification would be an advantage.
Further particulars and application forms are available from the Principal to whom they should be returned within 10 days. (03548) 220026

Highbury College

Hampshire County Council
MECHANICAL ENGINEERING DEPARTMENT

PRINCIPAL LECTURER IN COMPUTER AIDED ENGINEERING AND DESIGN

Salary Scale £13,749 – £16,309/£17,289

Applications are invited for the above post from graduate engineers having experience and interest in the development of new courses in computer aided engineering and modern manufacturing systems. Relevant industrial experience is essential together with the ability to teach two or more of the following subjects to BTEC Higher Certificate level.

Manufacturing Technology
Computer Aided Manufacture
Quality Assurance
Automation and Robot Technology
Computer Aided Design

LECTURER GRADE I IN MECHANICAL ENGINEERING (2 POSTS)

Salary Scale £6,207 – £11,037/£12,705

Suitably qualified engineers with a sound industrial background are required to teach practical work, together with associated Further Education subjects, to the Department's Industrial Training and part-time courses.

MATHEMATICS & SCIENCE DEPARTMENT

LECTURER GRADE I IN COMPUTING

Salary Scale £6,207 – £11,037/£12,705

Applications are invited for the above full-time post, tenable from 1 January 1986.
An interest in Systems Analysis and Information in Organisations would be an advantage.
Applications forms and further particulars from The College Secretary on Extension 225.

Cosham, Portsmouth PO6 2SA
Tel: (0705) 383131

(19777)

Lancashire County Council

An Equal Opportunities Employer.

LANCASHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE

TUTOR LIBRARIAN

Salary: £11,736 — £12,465

This full time permanent post is vacant as from January, 1986. The successful applicant will be expected to have relevant experience and be an Associate of the Library Association.

Application forms and further details available from/returnable to the Principal Agricultural Officer, Lancashire College of Agriculture and Horticulture, Myerscough Hall, Bilsborrow, Nr. Preston, Lancs PR3 0RY.
Telephone: Brock 40611

Closing date: 6th January, 1986.

(16106)

CYNGOR SIR DYFED COUNTY COUNCIL

PEMBROKESHIRE COLLEGE OF FURTHER EDUCATION
Department of Catering and Hairdressing

Applications are invited for the post of

SENIOR LECTURER

In this department. This a new post resulting from the merging of the Hairdressing Section into the Catering Department to form a Grade 3 department and will be filled from May 1986 if possible.

A person is required who will be able to undertake a leadership role across the whole department including deputising at times for the Head of Department. It is considered important that he or she will have qualifications and experience to enable teaching to be carried out with a full range of courses offered by the Department.

Salary scale currently £11,733 to £13,239.

Further particulars available from and application forms to be returned to the Principal, Pembrokeshire College of Further Education, Dow Street, Haverfordwest, Dyfed SA61 1SZ within two weeks of the appearance of this advertisement.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed. SA31 2NH.

(16101)

Blackpool and Fylde College
of Further and Higher Education

B&FC

FACULTY OF BUSINESS, FOOD AND MANAGEMENT

Re-Advertisement

PRINCIPAL LECTURER – COOKERY (Ref. BFMc/4/2)

This is a Senior Faculty post and the person appointed will be responsible for the co-ordination of all Cookery activities within the Faculty, with particular emphasis on Craft skills and the application of traditional skills to new and changing industrial needs.

FACULTY OF SCIENCE AND TECHNOLOGY

LECTURER II – BIOLOGICAL SCIENCES (Ref. STd/2/11)

To assist in the development and teaching of Biological Sciences within the Faculty and to act as the Head of Section in co-ordinating and administering the work of the Life Sciences Section.

LECTURER II – BIOCHEMISTRY (Ref. STd/2/17)

This is a temporary one-year appointment commencing 1st February 1986. To assist in the development and teaching of Life and Physical Sciences within the Faculty.

For further particulars and application form apply (stating post) to the Principal, Blackpool & Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool. FY2 0HB.

Closing date: 20th December 1985.

The Lancashire County Council is an Equal Opportunities Employer. (1611 0)

LANCASHIRE COUNTY COUNCIL

NORTHUMBERLAND
County Council
CASTINGTON MORPETH, NORTHUMBERLAND

Lecturer I

£9,207 – £11,037

Applications invited from qualified and experienced teachers for the full-time post of Lecturer I at H.M. Youth Custody Centre, Castington, which is a closed penal establishment catering for young male offenders aged 17-21 years.

Post will combine a teaching commitment with certain delegated organisational and administrative tasks, under the direction of the Education Officer. Successful candidate will be part of a teaching team and will assist in developing a broad education programme for young prisoners within an expanding department.

Teaching involvement will be mainly in the areas of microcomputer studies and examination work although there will be opportunity for involvement in a variety of other areas including individual programmes, group work, communication and aspects of personal development.

Previous experience within these additional areas and in teaching young adults would be an advantage.

Non-teaching duties will be in connection with the day-to-day running of the Department and will provide an opportunity to gain administrative experience.

Application forms and further details obtainable by forwarding a foolscap s.a.e. to the Director of Education, Education Dept., County Hall, Morpeth, Northumberland NE61 2EF to be returned to the Director of Education by 31 December 1985.

(18326)

East Sussex County Council

HASTINGS COLLEGE OF ARTS & TECHNOLOGY

Deputy Head of Department

ART & DESIGN

We are looking for a vigorous, progressive person with experience in industry and education in the area of Art & Design, capable of leadership and initiative in new course development and to assist in maintaining the efficiency of existing courses.

Required from Summer Term 1986, i.e. 21st April.

Scale Burnham FE Principal Lecturer £13,749–£15,309 p.a.

Further details and application form from the Staffing Officer, Hastings College of Arts & Technology, Archery Road, St. Leonards-on-Sea, East Sussex TN38 0HX. Tel: Hastings (0424) 423647. Closing date for receipt of forms, first post 24th January 1986.

(18199)

COLLEGES OF FURTHER EDUCATION
continued

SHROPSHIRE
EDUCATION COMMITTEE

Equal Opportunities Employer

OSWESTRY COLLEGE
College Road, Oswestry

Required as soon as possible:- Lecturer I/II in Electrical and Electronic Engineering.

Candidates should be qualified at and or degree level, have industrial and/or teaching experience and be prepared to teach up to BTEC Level III and GCE.

Further details and application forms available from the Principal, Oswestry College, College Road, Oswestry, Shropshire SY11 2SA.

Tel: 0691 653067. Closing date Wednesday, December 11th, 1985. 220026 (93306)

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ilea colleges INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £6,207–£11,037 starting point dependent on qualifications, training and experience. LECTURER GRADE II £7,626–12,705. SENIOR LECTURER £11,733–£13,749 (Ref £14,763). Subject to formal approval. For all posts unless otherwise stated, there is an Inner London Allowance of £1,236. All posts which are graded Lecturer 1 or Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential Job Shares is maintained by Ms. H. Brookman, EDFHE/ED. CPPS, Room 2558F, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

BRIXTON COLLEGE
56 Brixton Hill, London SW2 1QS
TEMPORARY LECTURER I IN MATHS/NUMERACY
The College requires from January 1986 or as soon as possible thereafter a teacher of Maths/Numeracy to fill the above vacancy caused by secondment of the present post holder.
Please note: Application forms will be available until December 13th when College closes and then again from January 6th when College re-opens. Staff will not be available to supply application forms between December 13th and January 6th.
Please enclose a stamped self-addressed envelope.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, London W14 9BL

LECTURER I
COPING/SOCIAL AND LIFE SKILLS
Temporary Lecturer from January until August 1986 is required to teach on a range of full and part-time specially designed courses for students with special educational needs. An interest in drama/simulations/role-play would be welcomed. Experience with either 16-19 year olds or adults would be preferred.

(Post No.189)

ASSOCIATE LECTURER (0.2)
EFL/ESL Temporary Associate Lecturer to teach on a range of courses in English from January until August 1986.

(Post No.269)

Application form and further details are available from the Principal (Appointments) to be returned as soon as possible.

SOUTHWARK COLLEGE
The Cut,
London SE1 8LE

Southwark College is the major provider of 16-19 education and training in the north and centre of Southwark. The College has a proven track record in responsiveness to Community and Employment demand.

SENIOR LECTURER IN SCIENCE (SL06) to commence not later than 1st May 86. Applicants from any branch of science are welcome and the person appointed will be responsible to the Heads of the two science departments for the administration of science teaching at the East Peckham Branch (or subsequently, at another college branch as necessary).
The successful applicant will also be expected to take a leading role in the development of vocational and pre-vocational courses in science and technology and in continuing and developing the efforts made by the Science Departments to attract women into science and technology.
Applicants should possess a degree or equivalent qualification in any branch of science and must have relevant experience in further education.

A SENIOR LECTURER (SL20) is required in Computing and Information Technology. This is a temporary full-time post required as soon as possible until 31st December 1987.
The vacancy occurs due to the secondment of the post holder to assist the LEA computer implementation.
The person appointed will be expected to continue developing Computer Education throughout the college and across the curriculum leading a progressive and enthusiastic team of lecturers.
Requirements for this post include experience in curriculum development across departments and setting up and running short courses for industry.
It is important that the person appointed possesses management and teaching qualities to enable him to lead the team of professionals in the section.

LECTURER II IN BUSINESS STUDIES (L202) is required as soon as possible. This is a new post created to concentrate on the development of new courses within the department. The College is centrally located and serves both the local community and the business sector. It is envisaged that the person appointed will research the demands of the communities and translate them into courses that the department can offer. The teaching subject requirement is flexible but it would be particularly useful in the area of Accountancy/Finance, Information Processing or Administrative Systems.

LECTURER I IN COMPUTING INFORMATION TECHNOLOGY (L141) is required for January 1986 to join a progressive and enthusiastic team of lecturers. Courses taught include Access, BTEC NAT in Computer Studies, OATEC, BTEC Technician Study Awards CG748, GCE 'O' and 'A' level as well as I/T across the college and short courses for industry.
A sound knowledge of the use and applications of the major software packages eg. dBase II, Wordplan is required as is a strong background in Vocational education.

LECTURER I IN MATHEMATICS AND PHYSICS (L136) is required as soon as possible. The Mathematics section is responsible for the teaching of mathematics throughout the college and the person appointed will join a team actively involved in the development of learning aids and workshop techniques.
The successful applicant will be expected to teach across the full range of work taught within the mathematics section including Access, BTEC, and GCE.

A LECTURER I IN ENGLISH (L168) is required from January 1986 or as soon as possible to teach English across a range of courses including GCE, BTEC, pre-'O' level and CGLI vocational courses. The post is linked with a multi-cultural, and racist perspective will be taken in this teaching.
Applicants should have appropriate academic and professional qualifications, experience of teaching in an inner city multi-racial setting and a commitment to the Authority's equal opportunities policy. An understanding of, and sympathy with the aims of the Authority's Afro Caribbean project is also expected.

TEMPORARY LECTURER I IN NUMERACY required to teach on a range of Vocational Preparation courses at Southwark College. The appointment will be until July 1987.

PART-TIME LECTURER
Wanted as soon as possible, Physical Education Specialist to teach up to 12 hours per week.
Applicants should be able and willing to teach through a wide range of subject areas (such as Sociology of Sport) as well as being able to teach across ability ranges like Basic of Needs and the City & Guilds 481 'Leisure & Recreation'.

PART-TIME LECTURER
Wanted as soon as possible a person who can teach 4 hours a week on the City & Guilds 481 'Leisure & Recreation' Course.
The subject matter 'Building Studies', which includes such aspects as: boilers, filtration, ventilation, use of psychometric charts and air conditioning.

PART-TIME TEACHERS
Applications are invited from well-qualified men and women for consideration as part-time teachers of Computing, Electronics, Mathematics and Physics on courses in the college up to Access, BTEC and GCE Ordinary and Advanced level.
Further details and application forms for all the above posts are obtainable from the Senior Administration Officer/PS at the College (01-928 9561) returnable by 13 December 1985.

Vocational Preparation Department
Acklam Road, W10 5QZ
Part-time staff required to teach Computer Literacy, Social & Life Skills to a wide range of people on Youth Training Scheme, CP/S, MSC Programmes for Work (adults) and Special Needs.
Work is available from January to March and longer term contracts, hours flexible, varying from 2, hours upwards.
Further details and application forms available at the above address or phone 01-969 0734 and ask for Claudia Dawson.

(18167)

ACTON TECHNICAL COLLEGE

Lecturer I in Business Studies and Temporary Lecturer 1 in Business Studies

Required for January 1986.
Specialisms to include TWO or more of the following areas:-

ACCOUNTING
LAW
GOVERNMENT AND POLITICS
MARKETING
SUPERVISORY STUDIES

Experience relevant to development of courses for Small Businesses and Self Employment would be an added advantage.

Write or telephone 01-993 2344 for further details and application form, to Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.

Closing date: 16th December 1985, for interviews by 18th December 1985.

(18139)

Strathclyde
Department of Education

Further Education

Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate.
Teacher training would be an advantage but training can be given on an in-service basis.

SENIOR LECTURER/LECTURERS

Re-advertisement – previous applicants for the undernoted posts need not re-apply.

AYR COLLEGE, Dam Park, Ayr

CATERING – FOOD PRODUCTION

Senior Lecturer II

Candidates must possess M.H.C.I.M.A., H.N.D., appropriate C.G.L.I. Certificate, or equivalent qualifications, together with substantial teaching experience in Food Production. Previous experience in a personnel post in Further Education is essential. Must be Teacher Trained.

FOOD & BEVERAGE SERVICE AND ACCOUNTS

Lecturer 'B'

Applicants should possess M.H.C.I.M.A., H.N.D., or other relevant qualifications and have had substantial experience in the Hotel & Catering Industry.

STOW COLLEGE, 43 Shamrock Street, Glasgow G4 9LD

ELECTRICAL ENGINEERING

Lecturer 'A'

Degree of a British University or other appropriate qualification. The work relating to this appointment will be concerned broadly with power electrical engineering.

	SALARIES
Senior Lecturer II	£10,881–£12,777
Lecturer A	£8,466–£12,777 (Bar) £13,716
Lecturer B	£7,959–£10,881

Placing on the salary scale will be given for relevant experience.
Forms of application and further particulars can be obtained from the Principal of the college concerned to whom completed applications should be returned not later than 20th December, 1985.

EDWARD MILLER
Director of Education
(19799)

BLACKBURN COLLEGE
OF TECHNOLOGY AND DESIGN
Feilden Street, Blackburn BB2 1LH
School of Mechanical and Production Engineering
Re-Advertisement (Previous applicants will be considered)

PRINCIPAL LECTURER – MECHANICAL AND PRODUCTION ENGINEERING (Ref. MP3)

Required to teach on a range of technician, craft and specialist courses up to B/TEC HNC/HND level. The person appointed will be one of two deputy heads and will have responsibility for curriculum development and learning strategies in the school and will be expected to contribute to some cross college initiatives.

School of Electrical, Mathematical and Computing Sciences

SENIOR LECTURER – ELECTRICAL TECHNOLOGY (Ref. EM2)

Required to teach to HNC/HND level and take responsibility for development work in this subject area.

For BOTH posts, application forms/further details available from/returnable to the Vice-Principal (Resources) at the College. (SAE please).

Closing date: 20th December 1985.

The Lancashire College Council is an Equal Opportunities employer.

(19107)

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF LANGUAGE AND GENERAL EDUCATION
Lecturer Grade I in Communication Studies and English
(Ref No. 6)
A Lecturer Grade I in Communication Studies and English is required from 1 January 1986 or as soon as possible thereafter. The successful candidate will have the opportunity to teach across a wide variety of subjects including Business and Secretarial Communication and 'A' level English, A' level Communication Studies and 'O' level Film and Media Studies.
Salary Scale: £6,207 – £11,037
DEPARTMENT OF MATHEMATICS STATISTICS AND COMPUTING
Lecturer Grade II in Computer Studies
(Ref No. 5)
Applications are invited from suitably qualified candidates for the post of Lecturer Grade II to assist with the teaching of technically based Computer subjects up to BTEC Higher National Diploma level. Recent relevant industrial experience an advantage.
Salary Scale: £7,626 – £12,705
Further details and application forms for the above posts available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent. Tel: 0634 410011 to whom completed applications should be returned by Thursday 12 December 1985. (03274) 220026

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road,
Huddersfield
DEPARTMENT OF TECHNICIAN & MV ENGINEERING
LECTURER GRADE I in RADIO, TELEVISION & ELECTRONICS (HTC 499)
Required as soon as possible to teach CGLI & BTEC Courses. Applicants should have a minimum qualification of an RNC/D or CGLI Part III Certificate in an appropriate discipline. Industrial experience in current electronic practice is essential and teaching experience would be considered an added advantage.
TEMPORARY LECTURER GRADE I in ELECTRONICS (HTC 500)
Required as soon as possible to teach CGLI Courses. Candidates should have a wide industrial experience and be of graduate appropriately. The post is initially up to 31st July 1986 but may be extended to a longer period if agreed by electronic training courses run in 1986/87.
Salary Scale: £6,207 – £11,037 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms & further particulars from the Principal to whom applications should be returned within 14 days of this advertisement. Please quote appropriate Ref: No. (93832) 220056

WIGAN
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
LEIGH COLLEGE
Applications are invited from both men and women for the following full-time posts:-
LECTURER I - CATERING
Required to start on 1st January, 1986, or as soon as possible thereafter to teach in the area of Accommodation Service in this developing tertiary college.
LECTURER I - BASIC EDUCATION
To teach as soon as possible mainly post-school age trainees and also to lead a team of part-time tutors in an Education Workshop at HM Youth Custody Centre, Hindley. Teaching and/or professional qualifications are essential. (Readvertisement).
Salaries subject to review.
Application forms and further particulars may be obtained from the Chief Administrative Officer, Leigh College, Railway Road, Leigh WN7 4AH to whom they should be returned by 20 December, 1985. Tel: 0942 608811. (93001) 220096

FIFE REGIONAL COUNCIL

EDUCATION COMMITTEE

KIRKCALDY COLLEGE OF TECHNOLOGY
DEPARTMENT OF ENGINEERING

LECTURER 'A'
in Electrical/Electronic Control Engineering

Applications are invited from persons holding a degree in Electrical/Electronic Engineering or equivalent. Industrial experience in one or more of the following fields would be an advantage. Analogue Electronics, Digital Electronics or Control.

SALARY RANGE: £8,688 to £12,777 (bar to £13,716) with placing according to qualifications and experience.

In-Service Teacher Training may be arranged if necessary.

Application forms, which should be returned by 20th December, 1985, can be obtained from the Director of Education, Fife House, North Street, Glenrothes, Fife. (1250)

High Peak College
Hilltop Hill, Buxton, Derbyshire, SK17 9JZ. Tel. No. (0298) 71100
Department of General Education

Lecturer II in General and Communication Studies

An enthusiastic teacher is required to assist with course organisation and to develop initiatives in resource based learning and GCSE.
Applications are invited from well qualified and experienced candidates who are teacher trained. Further details and application forms from the Principal.
Closing date: 20 December 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE
County Council

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vacancy CLOSING DATE 16TH DEC 1985

DEPARTMENT OF BUSINESS STUDIES Post Ref: BS/0063

Lecturer I – Computing in Business

Fixed-term contract 1.1.86 – 31.8.86 to cover for a secondment
You will have relevant industrial/commercial experience and be able to contribute to the information processing and computing elements of a wide range of courses.
An ability to offer teaching in numeracy, accounting or finance would be an advantage.

DEPARTMENT OF TECHNICAL SERVICES Post Ref: ST/0040

Lecturer I – Automobile Engineering

Fixed-term contract initially to 31.8.86
Re-advertisement – previous applicants need not re-apply
You will teach primarily on outside agency course work and will preferably have experience in Light Vehicle Repair and Maintenance. You should hold a minimum qualification of full certificate in City & Guilds 381 Motor Vehicle Craft Studies or a TEC Certificate at Level III in Automobile Engineering. Salary for both posts: £6207 – £11037

For further details and an application form, please contact: Mr A W Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1AY.
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

Bradford&Ilkley
COMMUNITY COLLEGE

MANCHESTER
CITY COUNCIL
EDUCATION DEPARTMENT
Defending Jobs - Improving Service
Residential Development Training Tutors
PART-TIME Rate of pay based on Burnham F.E. PART-TIME Hours variable
CENTRAL MANCHESTER COLLEGE
We can offer work on an almost continuous basis until Easter 1986.
Group work tutors with experience in residential work are required. You will have peripheral skills in any of the following areas: Leisure Activites, communications, computing, Drama and Art. You will be based at one of five sites in South West Scotland, North East Midlands, South West and South East England working in an exciting new concepts in Development Training.
Written applications, including curriculum vitae and names and addresses of two referees, should be submitted to Mr. A.M. Morris, Director of Development Training, Central Manchester College, Cornbrook Centre, Barrack Street, Manchester M3 4EN. Tel: 061-833 9858. Closing date 20 December 1985.
An Equal Opportunity Employer. (93467) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
LARKEN COLLEGE OF FURTHER EDUCATION
Pelham Avenue, Nottingham NG5 1AL
LECTURER II IN FRENCH
£7,956 - £10,705 p.a.
Required for 1 January or as soon as possible thereafter in the Department of Adult and Community Education a share in the teaching of French and another European language and to work closely with the staff to develop the work of the Language Section. Applicants must be graduates in French, should hold a teaching qualification and must be able to teach another European language. Experience in teaching French at least to G.C.E. 'A' level is essential. A broad based interest in teaching background studies as well as languages together with an ability and interest in teaching higher grade courses would also be advantageous. Casework 3 weeks takes place within the Section. Entry point on the scale will be according to qualifications and experience.
Application forms and further details are available from, and returnable to, the Principal at the College. Closing date 20 December. An Equal Opportunity Employer. (93650) 220026

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Cowley Road, Oxford OX1 1SA
Required from 1 January 1986 or as soon as possible thereafter:
POST 1: LECTURER II in MANAGEMENT AND PROFESSIONAL STUDIES
To establish and develop a Business and Management Service Unit within the Department of Business and Management Studies.
The Department seeks a tactful, creative entrepreneur and the post will be a particularly attractive one for an energetic and ambitious person who is anxious to assume responsibility in a rapidly expanding section of the Department.
It is expected that the successful applicant will quickly progress to the SENIOR LECTURER scale through this new development.
POST 2: LECTURER II in CO-ORDINATOR FOR FIRST LEVEL BUSINESS STUDIES COURSES
to be responsible for the co-ordinating of resource based learning with particular reference to the development of courses which include the First Certificate/Diploma, CPVE, TVEI and YTS.
Salary: £7,956 - £10,705.
Application forms and further details may be obtained from the Principal (SAE please) to whom completed application forms should be returned by not later than Friday, 20 December 1985. (03859) 220056

RICHMONDUPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

RICHMOND UPON THAMES COLLEGE
ENGLISH AND COMMUNICATIONS

LECTURER: SPECIAL EDUCATIONAL NEEDS

REQUIRED FROM EASTER, 1986 (or as soon as possible according to circumstance).

The successful applicant will join a small team of full and part-time lecturers developing and implementing the curriculum for students with a wide range of moderate special educational needs. Applicants should have qualifications relevant to the area of work and should desirably have experience of the 16 age group. Commercial or industrial experience would be an additional advantage.

SALARY: £6,855 TO £11,715 per annum.

Please enclose a stamped addressed envelope for further particulars and application form that is returnable within two weeks are obtainable from Administrative Assistant (Personnel) Richmond Upon Thames College, Egerton Road, Twickenham TW2 7SJ, by 20th December 1985. (93855) 220026

PLYMOUTH
COLLEGE OF FURTHER EDUCATION
Plymouth
LECTURER II IN SECRETARIAL STUDIES
To teach typing, audio and shorthand (in Teeline) to advanced levels. A knowledge of new technology and a commitment to its development is essential, as is administrative/organisational ability. Due to College links with France, the ability to speak French would be an advantage.
LECTURER GRADE I IN CONSTRUCTION STUDIES
To teach a wide range of subjects covered by BTEC Building/Civil Engineering programme and Craft Studies. both of a theoretical and practical nature. There will be some course co-ordination and/or general administrative duties. Applicants should be well qualified to a minimum of Higher National Certificate or equivalent.
Both posts to commence as soon as possible.
Salaries: LII up to £11,037 (under review from 1.9.86). LI up to £12,705 (under review from 1.9.86).
Further particulars and application forms (SAE please) from: The Registrar, 78 Athenaeum Street, Plymouth PL4 8AA. Closing date for applications 20th December 1985. (03859) 220026

APPOINTMENT OF STAFF

During the past eighteen months the Bournemouth and Poole College of Art and Design–one of the largest Design Colleges in the country–has, in collaboration with professional design consultants and advisers, considered the need for new advanced vocational courses; new certificated adult education courses; in-service courses for schoolteachers; and advanced computer aided design courses for practising designers.

The purpose built new building, opened in June 1984, is to be extended to permit these developments to take place on a single campus, and the College has enjoyed a major financial allocation of revenue and capital to enable it to fully realise its aspirations.

We now invite well qualified and experienced designers to apply for the posts described below. Where not otherwise stated the positions are full-time permanent appointments tenable immediately or as the date may be agreed.

Principal Lecturer in Industrial Design
Co-ordinator of Studies for a proposed B/TEC validated Higher National Diploma course. Assisted by commissioned consultants the appointee will be able to plan the detail of the course and advise upon the staffing and resourcing of this course provision.

Senior Lecturer in Interiors
To assist the Principal Lecturer in planning the curriculum detail of the B/TEC Higher National Diploma course in Spatial Design, which has study options of interior design: exhibition design, and television/stage set design. The appointed person will fulfil the duties of year tutor to the first year HND course.

Lecturer 2 in Interiors
Course Director of the B/TEC Diploma course in Spatial Design (interior design; exhibition design; television/stage set design study options). To assist the Co-ordinator of Studies and to have responsibility for the management and administration, of the Diploma course.

Lecturer 1 in Interiors
To form part of the team concerned with the B/TEC Diploma course in Spatial Design and to fulfil the duties of tutor to the first year course.

Lecturer 1 in Advertising Photography
To contribute to the B/TEC Higher National Diploma and Ordinary Diploma course in Photography.

Lecturer 1 in Fashion
The appointee will fulfil the duties of B/TEC Diploma course first year tutor. Preference will be given to applicants with experience of designing for the sports and leisurewear markets.

PART-TIME LECTURING POSTS IN:
(i) Fashion design and manufacture
(ii) Interior design
(iii) Design history (costume and fashion)
(iv) Photography

The posts vary between 6 to 12 hours per week and travelling expenses are paid. We seek the contribution that currently practising professionals can make to our courses rather than applications from those who might be described as wholly engaged in education.
Detailed job specifications and application forms are available from the Principal's Secretary, Bournemouth & Poole College of Art & Design, Wallisdown Road, Poole, Dorset BH12 5HH. Telephone (0202) 533011

The closing date for applications is Friday 3 January 1986.

BOURNEMOUTH & POOLE COLLEGE OF Art&Design

LONDON BOROUGH OF MERTON

WIMBLEDON SCHOOL OF ART

Following the retirement of the present Principal, Mr. M.F.M. Murphy, on 31st August, 1986, the Governors invite applications for the post of

PRINCIPAL

The School conducts courses in Art and Design at MA, Postgraduate Diploma, BA (Hons.), and DipHE Level, and in Foundation Studies. It is graded Burnham Group 4.

Application forms and full particulars may be obtained from the Director of Education and Recreation, London Borough of Merton, Education Department, 10th Floor, Crown House, London Road, Morden, Surrey SM4 5DX – Tel. 01-545 3263, to whom completed applications should be returned by 31st January, 1986.

STAFFORDSHIRE
STAFFORD COLLEGE OF FURTHER EDUCATION
RE-ADVERTISEMENT
SENIOR LECTURER IN FOOD AND BEVERAGE SERVICE AND ALLIED SUBJECTS
To commence 1st April 1986
£11,733 - £13,785
Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.
Closing date 20th December 1985.
Canvassing will disqualify.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (93033) 220026

WALSALL
WALSALL COLLEGE OF TECHNOLOGY
LECTURER IN ELECTRONIC ENGINEERING
GRADE I, (£6,207 - £11,037 P.A.)
Required for 1st January 1986 to teach electronics and microelectronics to students on BTEC courses as well as assist with the development of short courses.
Applicants should have relevant qualifications and work experience in industrial electronics or electronic control applications, teaching experience, whilst useful, is not essential.
For an application form and further details please send S.A.E. marked 'Job Application' and quoting post title, to the Principal, Walsall College of Technology, St. Paul's Street, Walsall, WS1 1XN. Closing date: 20th December 1985.
Walsall is an Equal Opportunity Employer. (93901) 220036

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
RICHMOND UPON THAMES COLLEGE SCHOOL OF TECHNOLOGY
LECTURER I CONSTRUCTION AND CIVIL ENGINEERING
An appropriately qualified person with relevant industrial (and preferably teaching) experience is required to teach Building Science, Site Surveying, Computing and elementary mathematics on Technician courses.
The successful applicant will join the Construction/Civil Engineering Team of about ten members comprising part of the School or Technology. He/She will be expected to teach on a variety of courses amongst those listed below:
BTEC OND/ONC BUILDING STUDIES
BTEC ONC BUILDING STUDIES
ONC CIVIL ENGINEERING STUDIES
HNC BUILDING STUDIES
HNC CIVIL ENGINEERING STUDIES
Salary scale: £6,207 - £11,037 plus £678 Outer London Weighting Allowance per annum.
Further particulars and application forms, returnable within two weeks of the date of advertisement, may be obtained from the Administrative Assistance, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Foolscap self-addressed envelope only). (93867) 220036

THE OPEN UNIVERSITY
Summer School Tutorial Staff
Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 5th July and 6th September 1986.
Tutor Posts in the Faculty of Arts
Tutors qualified in:
Art History, History, Music, Literature and Philosophy.
Tutor Posts in the Faculty of Social Sciences
D102 - Making Sense of Society
Tutors qualified in [illegible] and in interdisciplinary teaching, qualified in one or more of: Economics/Human Geography, Politics, Psychology, Sociology, Man and Women and Society.
DS282 - Introduction to Psychology
Tutors with experience of Experimental Methodology in different areas of Psychology.
D309 - Cognitive Psychology
Tutors qualified in Cognitive Psychology Computer or experimental experience desirable.
Tutor Posts in the Faculty of Mathematics
Tutors for the following courses: Mathematics: A Foundation Course (M101), Introduction to Pure Mathematics (M203), An Introduction to Calculus (MS283), Mathematical Models and Methods (MST204).
Tutor Posts in the Faculty of Science
Tutors qualified in: Biology, Chemistry (Organic, Inorganic, Physical), Earth Sciences (including Earth's resources) and Physics.
Tutor Posts in the Faculty of Technology
Tutors qualified in Elementary Mathematics and Modelling (for technologists) (TM282), Materials Science (T282), Systems (design, planning and management of social or technical systems), and Engineering Mechanics (Solids) (T232).
T101 - Living with Technology
Tutors having teaching experience and qualifications and/or interests in the areas of Energy Policy and Resources, Microprocessors, Water Quality (Biology or chemistry), Materials Science/Metallurgy, Mechanical Engineering.
T281 - Basic Physical Science for Technology.
Tutors qualified in general properties of matter, electricity, optics, heat and chemistry.
T283 - Introductory Electronics, and T292 - Instrumentation
Tutors qualified in Electronics or Instrumentation: previous teaching experience an advantage.
T362 - Design and Innovation
Tutors should have experience of one or more of: invention and design, management and marketing, user needs and technology policy.
Tutor Posts for the U.Area
U203 - Popular Culture
Tutors with teaching experience and interest in the following areas: Cultural Studies, semiology, Film and Television Study, Sociology and Social History.
U204 - Third World Studies
Tutors with experience of teaching Third World Studies in Higher Education.
U221 - The Changing Experience of Women
Tutors with experience of teaching Women's Studies within Higher, Further or Adult Education.
Demonstrator posts
Graduates in Science to work in areas of Biology, Chemistry, Physics, Earth Sciences (including Earth's Resources).
Graduates in Science and Engineering to work in areas of Materials Science, Metallurgy, Corrosion, Chemistry (water quality experiment). Electronics/Computing (microprocessor activity).
Graduates in Mathematics, Science or Technology with some knowledge of Dynamics.
Application Procedure
For further particulars and an application form send a postcard to the Summer School Tutors Office (SS/2), P.O. Box 82, The Open University, Milton Keynes, MK7 6AU. Completed application forms must reach the Open University by Monday 27th January 1986.

University Appointments

CARDIFF
UNIVERSITY COLLEGE
DEPARTMENT OF EDUCATION
LECTURER IN BEHAVIOUR AND LEARNING PROBLEMS (5 YEAR CONTRACT)
Applications are invited for the above post, for commencement on 1 August, 1986. Salary range £7,887 - £15,522 per annum. Duties to commence as soon as possible.
Applications (3 copies), together with the names and addresses of two referees, should be forwarded to the Vice-Principal (Administration) & Registrar, University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars are available. Closing date 31st January, 1986. Ref: 3040. (93356) 380000

OXFORD
KEBLE COLLEGE
Oxford
KEBLE ASSOCIATION JUNIOR RESEARCH FELLOWSHIP
The College proposes to appoint a suitably-qualified candidate under the age of 30) to a Keble Association Junior Research Fellowship in an Arts subject (including Social Studies) for three years from 1st October 1986. The stipend of a Fellow in receipt of no other research grant will be (at current rates) £7,880, rising on the second and third years to £8,300 and £8,790. This will be appropriately adjusted in other cases, but in no case will the total stipend fall below these figures.
Further particulars may be obtained from the Warden, Keble College, Oxford OX1 3PG, to whom applications should be submitted not later than 12th January 1986 (93659) 380000

Colleges of Higher Education

Other Appointments

DONCASTER
METROPOLITAN INSTITUTE OF HIGHER EDUCATION
[illegible]
LECTURER GRADE I
[illegible] commence 1 January 1986 or as soon as possible after that date.
Applicants should have a degree or professional qualification, with a qualification in computing and preferably experience in commercial applications. Teaching experience would be an advantage. Salary scale Lecturer Grade I £6,507 - £11,037. Placing on the scale is dependent on qualifications and experience. After one year at the maximum of the grade salary will progress to the Lecturer Grade II scale, £11,220 - £13,785.
Application forms and particulars of the post are available from the Staffing Section, DMIHE, Waterdale, Doncaster DN1 3EX.
Closing date for applications 30 December, 1985.
Applications from disabled people are welcome. We are an equal opportunities employer. (93360) 340056

Britannia Royal Naval College, Dartmouth
Lecturer/ Senior Lecturer
...to teach Engineering Science, Mathematics and Computing Science to young Royal Naval Officers.
You must have an honours degree in a relevant subject and should preferably have had some teaching experience. An interest in the Royal Navy would be an advantage.
Salary: as Senior Lecturer £9770 - £12,650; as Lecturer £6190 - £8560. Level of appointment and starting salary according to qualifications and experience.
For further details and an application form (to be returned by 23 December 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468581 (answering service operates outside office hours). Please quote ref: G/6726.
The Civil Service is an equal opportunity employer.
Ministry of Defence MOD

Adult Education

LINCOLNSHIRE
LECTURER 1 : FULL-TIME
EDUCATION UNIT H.M. PRISON, LINCOLN
Salary £6,207 - £11,037
Applications are invited for the above post, for commencement on Clifford on April 1 1986, or earlier.
Candidates should be qualified teachers, with interest in and commitment towards the development of this important and challenging sector of education. A main subject is not specified but there must be a willingness and ability to offer remedical as well as academic or vocational studies.
Experience in Adult or Further Education would be an advantage though not a prerequisite. However, a knowledge and appreciation of the special demands and constraints associated with the Prison Education Service will be essential.
Further details and application forms may be obtained from - The Principal, Lincolnshire College of Art and Design, Lindum Road, Lincoln LN2 1NP. Tel: 0522 25265. Please return completed forms by 6th January 1986 (FE) 1511. (93468) 380000

Fellowships, Studentships and Research Awards

OXFORD
CHRIST CHURCH
Oxford
SCHOOLTEACHER STUDENTSHIP
The Governing Body of Christ Church intends, should there be a suitable candidate, to make an election to a Schoolteacher Studentship for Hilary Term 1987 (January to March).
A Schoolteacher Student must be employed full-time in secondary education, have had some experience of teaching, either as a student teacher or as a graduate teacher in a school in the United Kingdom.
A Schoolteacher Student must spend the whole of the University Term in Oxford. He/she will be provided free of charge with rooms in college, and with breakfast, lunch and dinner each day, except Saturday and Sunday, as a member of the Senior Common Room for the duration of the appointment, together with a curriculum vitae and a brief statement of the work the candidate intends to do in Oxford.
(SEVEN COPIES OF ALL PAPERS) should be addressed to the Very Reverend the Dean, Christ Church, Oxford OX1 1DP, to reach him not later than 20 January 1986. Applications are asked to name two referees and to request them to write directly to the Dean. A letter which should reach him not later than 5 January 1986. (93390) 300000

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
Faculty of Education
Department of Social Work
LECTURER 1: NNEB COURSE
A Lecturer Grade 1 is required to teach Education and Health Studies on the National Nursery Examination Board Course.
The post is tenable from 1 September 1986.
Salary Scale: Lecturer Grade 1 £6,207 — £11,037
Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD; Telephone: Cardiff (0222) 551111. Completed application forms should be returned within fourteen days of the publication of this advertisement.
Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability. (18425)

ilea Inner London Education Authority
Adult Education
All posts which are Lecturer I to Principal Lecturer are suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
CHELSEA WESTMINSTER ADULT EDUCATION INSTITUTE
Marlborough School, Sloane Avenue, London SW3 3AP
SENIOR LECTURER – In the Department of Music, Dance and Drama.
Required as soon as possible, Senior Lecturer in the Department of Music to be responsible for developing work with unemployed people in the performing arts.
The successful candidate will be able to contribute to the work of the department through teaching his/her specialism in vocal and/or instrumental projects. Experience in all aspects of opera production and performance will be an advantage. The successful candidate will be able to counsel students and have skills to present the work of unemployed people in 'showings' to the performing arts profession.
Burnham (FE) Senior Lecturer salary scale: £11,733 – £13,785 plus London Weighting Allowance of £1,038. Assistance may be given towards household removal expenses.
ASSOCIATE LECTURER GRADE I (0.7) – SCULPTURE AND THREE DIMENSIONAL STUDIES.
Required as soon as possible. The person should be a practising Sculptor, able to expand the scope as well as sustain the high quality of work and to manage the Sculpture Studio. Candidates should have recognised Art and teaching qualifications and experience in the post school sector, preferably Adult Education. This is a re-advertisement previous applicants will be re-considered.
Salary scale in accordance with the Burnham (F.E.) Report, Associate Lecturer Grade I (0.7), £5,071 – £8,452 including London allowance.
Details and forms for both the above posts returnable by 20 December 1985 from the Senior Administrative Officer, at the above address, (Stamped addressed foolscap envelope).
SOUTH GREENWICH ADULT EDUCATION INSTITUTE, Halmo Centre, Halmo Road, SE9 6DZ
Principal: H.J. Leal
Vice-Principal: B.I. McMurray
LECTURER II (HEAD OF AREA).
Required as soon as possible to take responsibility for the Management and Community Education development of the eastern area of the Institute.
The current programme consists of approximately 170 classes per week with enrolments of over 1,000 in 2 large secondary schools, 4 primary schools and including off-site provision. Candidates should have relevant teaching and organising experience and be prepared to work as a member of the Institute team maintaining a programme relevant to the needs of the South Greenwich area.
Salary in accordance with the Burnham (FE) Report:
Lecturer II: £7,926 to £12,705 plus £1,038 London allowance. Starting point depending on qualifications, training and experience.
Details and forms from the Senior Admin. Officer at the above address. SAE required. Closing date 20 September 1985.
SOUTH LEWISHAM ADULT EDUCATION INSTITUTE
Malory School, Launceist Road, Bromley Kent BR1 5EB.
Applications are invited from adult educators, with relevant qualifications and recent experience in the field, for the following post to commence as soon as possible.
HEAD OF FOREST HILL CENTRE (ASSOCIATE LECTURER GRADE II (.6)).
Required as soon as possible, an Associate Lecturer Grade II (.6) to be responsible for the Forest Hill Centre. To have overall responsibility for the supervision and development of the Institute's educational work in the Centre, and to teach their own specialist subject for a minimum of 144 hours per annum.
Burnham (FE) Lecturer II (.6) Scale £5,378 – £8,245 including London Allowance.
Full job descriptions and application forms are available from the Senior Administrative Officer, South Lewisham Adult Education Institute, Malory School, Launcist Road, Bromley, Kent BR1 5EB. (SAE please). Closing date 20 December 1985. (93499)
ILEA is an equal opportunities employer.

Male Teacher
(Arts and Crafts/Physical Education)
Burnham Scale 1 – £5,442-£8,556 (Bar) – £9,201 p.a. plus Extraneous Duty Allowance of £2,577 p.a. and Approved School Allowance of £1,110 p.a.
This post is available at Riverside, Dovelcys. Nr. Rocester, Uttoxeter which comprises a Community Home School (40 boys, 10 girls) and an Observation and Assessment Centre (22 boys, 6 girls).
A full-time Teacher is required in the Training School to teach Arts and Crafts/Physical Education. The successful applicant would be expected to fulfil an average of 15 hours Extraneous Duty which would involve the taking of recreational pleasure activities during the evenings and some weekends.
To arrange an informal discussion and/or visit please contact Mr. J. Goldie, Officer-in-Charge. Telephone: Rocester 590214.
Closing date: 18.12.85.
Canvassing will disqualify.
Trade Union Membership is desirable.
This post is exempt under Section 7(2) (b) (d) and (e) of the Sex Discrimination Act, 1975.
Staffordshire County Council

Social Services

RED BANK C.H.E. NEWTON-LE-WILLOWS, MERSEYSIDE WA12 8EA
TEACHER — SPECIAL UNIT
Salary Scale: BURNHAM SCALE 1 - £5,442 to £9,201 p.a. Community Homes Allowance plus £2,577 p.a. Extraneous Duties Allowance, plus £366 p.a. Special Unit Allowance.
General subjects teacher required in this highly specialised unit accommodating 26 adolescent boys whose personal difficulties and complex behaviour require therapeutic care and individual treatment within secure facilities.
Ability to offer vocational training and guidance in an area such as building and allied trades would be a distinct advantage as would previous experience of residential work with problem youngsters.
Single or married accommodation may be available on a temporary basis at a rental to be assessed.
Informal enquiries may be made by contacting the Headmaster, Mr. L. Jackson, on Newton-le-Willows 4621.
Application forms and further details are available from the Principal. Telephone: Newton-le-Willows 4621.
Closing date: 24th December, 1985. (18106)
Lancashire County Council
An Equal Opportunities employer

Youth and Community Service

BIRMINGHAM
BIRMINGHAM FEDERATION OF BOYS' CLUBS
TRAINING OFFICER required - With appropriate Youth Service qualifications.
HOUSEKEEPER required - Ability to plan and cater for...
The Federation seeks to operate its Training Programme and Training Centre. Three bedroomed, self contained flat available.
Application form and post details from: The General Secretary, B.F.B.C., Silberry Hill Training Centre, Rose Hill, Redditch, Birmingham B45 8RT. (93443) 440000

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HUNTINGDON AREA
HUNTINGDON YOUTH CENTRE
Fellowbush Road, Huntingdon, Cambs.
SENIOR COMMUNITY EDUCATION TUTOR
Required to direct and manage the Centre and its staff and to develop a range of Community Education programmes and initiatives in the Centre and surrounding areas.
Salary Scale: Lecturer II.
Further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, Cambs. PE18 6NS.
Closing date 8th January. Appointment required 1st March or as soon as possible thereafter (if that date. (14451) 440000

FELLOWSHIPS, STUDENTSHIPS continued
LANCASTER
6. MARTINS COLLEGE OF HIGHER EDUCATION
Lancaster
ONE-TERM SCHOOL TEACHER FELLOWSHIPS
Applications are now invited for the School-teacher Fellowships for the Michaelmas, Lent and Summer Terms of the 1986/87 sessions.
Each Fellow has the opportunity to pursue a personal programme of study or research. Single resident accommodation, membership of the Senior Common Room and an allowance for expenses is provided. The Fellowships have DES Long Course approval as inservice education.
Further particulars and application forms are available from The Principal, St. Martin's College, Lancaster, LA1 3JD. Completed application forms should be returned as soon as possible. (93262) 300000

Assessment Centres

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
Re-advertisement
MODIFIED OBSERVATION AND ASSESSMENT CENTRE
Moorfield House, Moorside Road, Swinton M27 3FN
Required for January 1986, Scale 1 - 86K, qualified teacher of general subjects to work with a team of teachers and Social care staff.
Please send S.A.E. for application forms to the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT, to be returned by 20 December 1985.
Previous applicants will be considered. (93589) 420000

Youth and Community Service

BIRMINGHAM
BIRMINGHAM FEDERATION OF BOYS' CLUBS
TRAINING OFFICER required - With appropriate Youth Service qualifications.
HOUSEKEEPER required - Ability to plan and cater for...
The Federation seeks to operate its Training Programme and Training Centre. Three bedroomed, self contained flat available.
Application form and post details from: The General Secretary, B.F.B.C., Silberry Hill Training Centre, Rose Hill, Redditch, Birmingham B45 8RT. (93443) 440000

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HUNTINGDON AREA
HUNTINGDON YOUTH CENTRE
Fellowbush Road, Huntingdon, Cambs.
SENIOR COMMUNITY EDUCATION TUTOR
Required to direct and manage the Centre and its staff and to develop a range of Community Education programmes and initiatives in the Centre and surrounding areas.
Salary Scale: Lecturer II.
Further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, Cambs. PE18 6NS.
Closing date 8th January. Appointment required 1st March or as soon as possible thereafter (if that date. (14451) 440000

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
STAR YOUTH CLUB
Tulketh Crescent, Ashton
Required 1st March, 1986 or as soon as possible thereafter.
Scale: JNC Range 4 - Points 1 - 5.
AREA YOUTH WORKER - with responsibility for outdoor pursuits.
Forms/Further details from/to District Education Officer, District Education Offices, 58/60 Guildhall Street, Preston.
Closing date: 19th December, 1985. (93555) 440000

LICHFIELD DIOCESE
NEW POST OF SECOND DIOCESAN YOUTH OFFICER
This is a new post resulting from the developing policy of Diocesan Synod. We are looking for person with experience as a D.Y.O. or a F/T Youth Worker. The appointment may be either clerical or lay.
Details from the Diocesan Director of Education, 67 Park Hall Road, Walsall WS5 3HL.
Closing date 31st December. (93470) 440000

LONDON E17
YMCA NATIONAL COLLEGE
Applications are invited for the post of
TUTOR/ORGANISER OF THE FIELD DEVELOPMENT PROJECT FOR PEOPLE WITH SPECIFIC LEARNING DIFFICULTIES
This 3 Year DES-funded Experimental Project aims to enable Youth & Community workers to extend the application of Computers to work with young people and adults with special learning difficulties.
Applicants should be qualified and experienced Youth & Community workers with prior experience of working informally with people with special learning difficulties. Skills in training and research advantageous. Ability to identify with the YMCA's Christian purpose essential.
Salary: Burnham F.E. Scale 1 Starting Point 12 (£9,675) plus London Allowance £678.
Starting Date: March 1st 1986 or as soon as possible thereafter.
Further Details from: The Principal, YMCA [illegible] SE9.
Closing Date for Applications: 31st December, 1985. (92930) 440000

LONDON
Inner London Education Authority
YOUTH SERVICE TRAINING UNIT
TEMPORARY ASSOCIATE SENIOR LECTURER (0.5) - Temporary Deputy Head of Unit
Required a.s.a.p. until 31st August 1986 an experienced and professional trainer to assist the Head of Unit and share the Deputy's duties. The post will carry substantial duties in the organisation and teaching of courses and in assisting in policy development. The Unit is currently based at County Hall under the general direction of the Inspectorate but it is intended to relocate in new teaching premises.
Salary scale in accordance with the Burnham (F.E.) Report Associate Senior Lecturer (0.5), £5,986 - £6,892.50 (bar) - £7,381.50 plus £678 London allowance.
Details and forms returnable by 20th December 1985 from the Education Officer E07 (C.E.S. Room 236A, The County Hall, SE1 7PB, (stamped addressed foolscap envelope).
This temporary post is not suitable for (further job share. ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (93539) 440000

Youth and Community Service Workers

(JNC Range 4) £9,927 – £11,076
We require a qualified and well-experienced Youth Worker or teacher at the Quarterdeck Leisure Centre in Margate; a large well-equipped building, near the seafront and shopping centre. There is considerable scope for development of a comprehensive programme and all aspects of outdoor education for a candidate with the necessary skills in organisation, administration and in building relationships with young people and adult staff.
A Staff Training Policy provides for in-service training support and supervision for all staff. Assistance with removal, lodging and resettlement expenses available in approved cases.
Further information and application form, returnable by 20 December, from the Divisional Youth and Community Service Officer, Mr Brian Curtis, Education Office, Denemount, The Vale, Broadstairs. Phone Thanet 61214.

(JNC Scale 4) £10,491 to £11,688, plus £264 Dartford Allowance. Salary award pending.
An experienced, qualified Manager (Youth Worker) required for this senior and challenging post at Highfield Youth Centre and Temple Hill County Youth Club. The two Centres, within two miles of each other, offer a comprehensive and complementary programme of activities seven days a week.
Applicants should have good proven management ability through experience in youth work or teaching, together with an understanding of the role of social education in Youth Work. You will be responsible for a second full-time Worker at the two Centres, a large team of part-time staff, the development of the programme and the considerable resources of the Centres, including a Computer Room, Arts and Craft Room, Keep-Fit Gymnasium, Sports and professional Disco facilities.
The Kent Youth and Community Service operates a Staff Development Policy accredited by INSTEP. Assistance with removal, lodging and resettlement expenses in approved cases.
Further details and application form, returnable by 20 December from Divisional Education Office, Essex Road, Dartford, Kent, DA1 2AZ. Phone (0322) 24841. (SAE please) (16133)
KENT COUNTY COUNCIL

YOUTH WORKER Ref no: CML/1418/CO
BS14 Club, Stockwood Lane, Stockwood, Bristol, BS14 8SJ.
SALARY GRADE: JNC 3 (1-5) £7,868 — £8,844
Applicants should be qualified in accordance with JNC Conditions of Service for Youth & Community Centre Workers/Wardens.
Previous experience of Youth Work essential.
Further details and application form, returnable by 8th January 1986, from Director of Personnel (Tel: Bristol 298565 — Answafone on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.
Please quote reference number.
Community Leisure Department (19756)
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.
Avon COUNTY COUNCIL

YOUTH & COMMUNITY WORKER
£8,859 – £9,915
Applications are invited from qualified and experienced Youth and Community Workers/Teachers for this busy centre near Leatherhead.
The successful applicant will have a wide range of youth work skills, be an effective organiser and have an awareness of young peoples needs.
With the help of a team of part-time staff the post holder will develop a programme of activities which will require the involvement of all sections of the local community.
In approved cases relocation expenses are available, and temporary housing facilities may be available for a maximum of twelve months.
Application form and further details from David Pike, Youth & Community Officer, Inter-City House, 1/7 Warren Road, Reigate RH2 0BE. Tel: Reigate 44345.
Closing date: 2 January 1986. (19128)
SURREY COUNTY COUNCIL

LONDON BOROUGH OF MERTON
EDUCATION & RECREATION DEPARTMENT
DETACHED YOUTH WORKER
Merton seeks the services of a mature, experienced and qualified Youth Worker.
Such a person will be expected to work unsociable hours in unsociable conditions, to establish working relationships with young people from a variety of cultures, who are alienated from adult society generally, and from many of their own peer groups, and to offer practical forms of intervention in the interests of their clients and of society.
The post is graded on JNC Range 3, points 1–5 including London Weighting (currently £8,904–£9,882 pending the 1985 pay award) and carries a casual car allowance and a professional expenses allowance.
Full details and application form from Director of Education & Recreation, Crown House, London Road, Morden, Surrey, SM4 5DX Tel: 01-545 3266.
Closing date:– 10th January, 1986.
This post is subject to the LMGSC ring fence procedure. Applications are particulary invited from employees of affected authorities in the GLC area. If no appointment can be made from these candidates, other candidates will be considered.
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER (18753)

THE ENDEAVOUR CLUB
KENNETH BLACK HOUSE, MARTIN WAY, MORDEN, SURREY
(affiliated to the National Association of Boys' Clubs)
President — Sir Cyril Black J.P., D.L.
Chairman — D.N. Cornock-Taylor
Club Leader
Hon. Treasurer J.G. BUTLAND — C. GEE Tel: 01-540 3129 — Hon. Secretary P.H. MARSH B.A.
ENDEAVOUR BOYS' CLUB, MORDEN SURREY
JNC 4 Pts. 4-8 plus London Weighting
Experienced/qualified Leader required for a thriving Boys' Club in purpose built premises established 1961.
For information apply:
Paul H. Marsh, Hon. Secretary, Endeavour Boys' Club, Eagle Chambers, 18 Eden Street, Kingston upon Thames, Surrey KT1 1RD. (19817)

Area Youth & Community Worker

– Cheadle, Stoke-on-Trent

J.N.C. Range 3 Points 1-5
£7,866-£8,844 per annum

The successful applicant will be responsible for outreach work in the Cheadle area as well as being responsible, in conjunction with the Adult Advisory Committee for the Centre, for the organisation, programme and day-to-day administration of Cheadle Youth & Community Centre and Cheadle Activities Centre.

Application forms and further particulars available from:- Chief Education Officer, Staffing Non Teaching Section, Education Offices, Tipping Street, Stafford ST16 2DH. (Enclose SAE for reply)

Closing date: 20.12.85.

Trade Union membership is desirable.

Staffordshire
County Council

County of Cleveland

CLEVELAND EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICES

Temporary Full-time Posts – Young Unemployed Project

The purpose of this new project is to develop and promote opportunities for unemployed people in the age range 16-21 [illegible]

[illegible] 1988 in the first instance, with a possible extension until 31st March, 1987.

Salary and conditions of Service are in accordance with the recommendations of the Joint Negotiating Committee for Youth Workers and Community Centre Wardens. Salary within the range £7,866 – £9,651.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accomodation may also be available within the County area.

Application forms and further details can be obtained from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by Monday, 30th December, 1985.

We are an equal opportunities employer.

(19757)

YOUTH & COMMUNITY continued

LONDON

Inner London Education Authority
SAMUEL LITHGOE BOYS CLUB, SW1
SENIOR YOUTH WORKER
Applications are invited for the post of Senior Youth Worker based at Samuel Lithgow Boys Club. Applicants must have experience in youth work and have a knowledge of and preferably experience in, similar work to this unit. In particular it is hoped to appoint someone who is experienced and has the initiative and imagination to organise and develop programmes in this well established youth club.
Salary and conditions in accordance with JNC scale III. £9,633 - £10,689. Trainee (Unqualified) £6,855 - £7,894. Both scales include London Allowance. Should an unqualified worker be appointed an allowance of £750 will be payable per annum subject to one month's satisfactory service in post.
The appointment is to the service of the Authority with secondment to the Club.
Assistance may be given towards household removal expenses.
Details and forms returnable by 30th December 1985 from Camden Area Youth Service, Camden High Street, NW1 Tel: 388 8011.
This post is considered suitable for job share. Applications will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (93340) 440000

NATIONAL COUNCIL OF YMCAs OF WALES
SENIOR ASSISTANT to the National Secretary
Salary scale circa £10,782
Energetic committed Christian is required to maintain the development of YMCA work in Wales. The post will be based in Cardiff but will be required extensive travel. A car is approved for this purpose. Experience in Youth and Community Work essential.
Further details and application form can be obtained by writing to: National Secretary of YMCAs of Wales (Inc.), Lord Aberdare House, 11 Church Road, Whitchurch, Cardiff CF4 5DX. (93063) 440000

SOMERSET

TAUNTON Y.M.C.A.
GENERAL SECRETARY
Applications are invited for the above post at a salary within J.N.C. Range 3 (£7,866 - £8,651), dependant on qualifications and experience.
The Association is housed on a new building, opened in 1975, and provides a wide range of facilities for its members including a new hardcourt area, which is extended 12 months ago.
The successful candidate will have the ability, linked with a caring and dynamic approach. The General Secretary is assisted by part-time paid youth leaders, supporting staff and volunteers.
A recognised qualification is essential. The post is 100% grant-aided by the Somerset Education Authority, with whom there is an excellent relationship.
The appointment will be subject to a satisfactory medical report of the County Medical Officer.
Applications by 31st December 1985 to The Chairman, Taunton Y.M.C.A., Lisieux Way, Taunton, Somerset TA1 2LS, from whom application forms and further particulars of the post may be obtained.
Persons interested in visiting the Association for informal discussions are asked to ring the Y.M.C.A. office (0823 74967) to make an appointment. (93047) 440000

Overseas Appointments

BARCELONA
Graduate with TEFL qualifications and experience required January. Excellent conditions. Applications are welcomed for September 1985. Send CV and photo to The British Centre, Apartado 337, Sant Cugat del Valles, Barcelona. (93657) 460000

CHRISTIAN TEACHERS FOR AFRICA
To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial subjects in Secondary Schools. Secondary teacher of the Blind and Carpentry instructors also needed.
Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.
Apply to: Volunteer, Missionary Movement, Sheraton Lane, London Colney, St Albans, Herts. AL2 1AH. Tel: Bowmansgreen (07277 34853. (17282) 440000

INDONESIA
Several qualified and experienced TEFL/TESL instructors required including [illegible] with well-established [illegible] based. Experience [illegible] teaching and/or director level [illegible] 2 years' contract. [illegible] Min. salary Rp.12,000,000 p.a. tax free.
Applications including full details, recent photo, references and phone number [illegible] to: P.O. Box 4147, Jakarta, Indonesia. Suitable applicants will receive detailed descriptions of the posts. (93771) 460000

Saudi Arabia Support Department

ENGLISH LANGUAGE TEACHERS

TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace has continuing requirements for qualified male English Language Teachers to join our staff in Saudi Arabia and teach English to students and cadets beginning their training in the Royal Saudi Air Force.

These are excellent opportunities for experienced teachers to earn high salaries which will be *tax-free*, subject to completing a minimum of one year's service in Saudi Arabia. Those appointed will be working in well equipped educational facilities as part of our large British expatriate staff.

Applicants must be UK citizens under the age of 50 whose mother tongue is English. The minimum qualifications for these posts are either a *degree with Language or Linguistics as a subject* or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience of TEFL.

In addition to the high *tax-free* salary, successful candidates will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 060/TES, to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Warton Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
...up where we belong

DIRECTORATE OF EDUCATIONAL SERVICES

Youth and Community Worker

SALARY:- Scale 6, 9,636 - £10,248 per annum inclusive

A QUALIFIED YOUTH WORKER is required for this new and challenging post to initiate work with unattached young people in the 11-21 years age range. In addition you will also be expected to meet/contact young people in a variety of situations and settings.

Applications from employees of the G.L.C and MCC's with relevant experience will be welcome.

Closing date 19th December, 1985.

Application forms and further details available from the Director of Educational Services, Town Hall, Friern Barnet, London N.11 3DL. Telephone 368 1255, Ext. 221.

Please quote ref ADM/S/204. (16131)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH **barnet**

Primary School Teachers

Overseas

Shell

On behalf of the Royal Dutch/Shell Group of Companies operating in the State of Brunei, Gabon, Nigeria, Oman and Sarawak, Shell International Petroleum Company Limited invites applications for a limited number of vacancies expected in their schools in September 1986.

You should be prepared to serve in any of the above countries and must be British, single and under 32 with a recognised U.K. qualification for teaching the primary range (5-11 years) and have a minimum of three years' recent and relevant teaching experience in the United Kingdom. The ability to play the piano and to teach French would be an advantage and you should also possess a clean U.K. driving licence. Employment is conditional on obtaining a work permit from the country in question, for which the Company concerned will make application.

Engagement will be a one-year contract initially, renewable by mutual consent for up to four years. Applicants who could obtain secondment from their L.E.A. for the period of the engagement will also be considered. Conditions of service include paid return passages and approximately 40 days home leave each year.

Please write or telephone for an application form to:
Shell International Petroleum Company Limited,
Recruitment Division,
(T13) PNEL/421,
Shell Centre,
London SE1 7NA.
Telephone: 01-934 2655

Closing date for receipt of applications is 31st January, 1986.

Computer Specialist Jordan

The Ministry of Education is adopting a pilot project for introducing the essentials of computer science into secondary schools. The requirement is for a specialist in computer education and computer based instructional courseware.

Duties will revolve around the development of a curriculum project in computer literacy and courseware units in other subjects for the secondary grades, especially English language, mathematics and science. Other tasks will include the preparation of technical handouts on computers for use in short courses and participation in such courses as well as the training of subject supervisors who will be the nucleus of tutorial courseware production in different subjects.

Candidates should be British Citizens, aged 30-45, preferably with a university degree, who have proven expertise in the production of courseware and also in computer education. Knowledge of Arabic would also be useful but is not essential as training will be given.

This appointment is on contract or secondment to the ODA, on loan to the Government of Jordan, for a period of one year. Salary (UK taxable) will be in accordance with qualifications and experience and will include an element in lieu of superannuation. A variable tax free Foreign Service Allowance, currently in the range £2,736 to £6,669 pa, is also payable.

The post is wholly financed by the British Government under Britain's programme of Aid to the developing countries. In addition to basic salary and overseas allowances, other benefits normally include paid leave, free family passages, children's education allowances, free accommodation and medical attention.

For full details and application form, please apply before 27 December 1985, quoting ref. AH367/ER/TES, stating post concerned, and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 321, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

QUEEN'S COLLEGE, NASSAU, BAHAMAS

A vacancy will exist effective 1st January, 1986 for a teacher qualified to teach Needlework/Domestic Science to high school students. The teacher must be qualified to teach both G.C.E. O-level students and those working towards a qualification modelled on the C.S.E. syllabus. The Methodist Church in the Bahamas, through the Principal of Queen's College, invites applications from teachers qualified in this field.

Queen's College consists of three sections; an Early Learning Centre, a Primary and a Secondary Division. The total student population is approximately 1,400. The school has operated as a top school in the Bahamas since 1890. Staff are expected to work in harmony with the goals of the Methodist Church.

Interested persons should Air Mail an application to Rev. C. A. Sweeting, Principal, Queen's College, P.O. Box N-7127, Nassau, Bahamas. Recent experience has been that "Swiftair" and other services arrive in the Bahamas no sooner then the direct Air Mail services. All applications must be supported by a curriculum vitae. A telephone number at which persons may be contacted should be included. (16141)

OVERSEAS POSTS continued

COLOMBIA
THE BRITISH AMERICAN SCHOOL
Barranquilla, Colombia (Bilingual - 400 pupils on roll)
Required for January 1986 - Second Grade Primary Teacher (7 - 8 years) to teach Science, Maths and English. Familiarity with Fletcher is desirable.
Suitably qualified teachers should apply in writing with full Curriculum Vitae including recent photograph and giving names, addresses and telephone numbers of two referees. Also giving personal contact telephone number.
Applications to:- Mr. I.C. Turton, 18A Belmore Lane, Lymington, Hants, SO4 9NL.
Interviews in London by the Headmaster 6/10 January 1986. (93425) 460000

ITALY
Wanted for January, 1986. Graduate preferably with some teaching experience, for English Language School in Chieti, Italy. Driving licence essential.
Contracts. Deeside (0244) 814753. (93413) 460000

KUWAIT
EFL/ESP TEACHERS
Graduates with TEFL qualification. Middle East experience an asset. Two-year contracts. Attractive salary and benefits including air fares. Air-Conditioned accommodation, annual leave and gratuity.
Applications with full C.V. to:- The Director, P.O. Box 68365, Salat, Kuwait. Interviews in London in February. (93458) 460000

LISBON
EFL Teachers needed commencing January 1986. Minimum qualification RSA prelim.
For full details phone Tricia Young on 01-539 1400, 24 hour answer phone. (93417) 460000

PAKISTAN
EDWARDES COLLEGE
SCHOOL
Peshawar
In the North West Frontier of Pakistan, requires staff to teach boys to 'O' level in History/Geography/English/Maths, Sciences, from Spring or Autumn. Interest in Sport etc. an advantage. Christian preferred. Local Salary, air fares and single accommodation offered.
Apply with two referees (preferably Anglican) to: The Bursar, Richmond Lodge, Surrey. (93678) 460000

PEOPLE'S REPUBLIC OF CHINA
Teachers of English-Tertiary Level. Duties: To teach English Language and Literature in Teacher Training Colleges and Foreign Language Institutes.
Qualifications: Qualified teachers of English with experience at secondary or tertiary level.
Applications from married couples considered.
Salary: 300 - 500 Renminbi (approx £80 - £150) per month, non-convertible to sterling.
Benefits: Free accommodation and medical treatment. One way air fare will be paid.
Contract: One year local contract from August 1986. Closing date for applications December 30th, 1985.
Further details and application forms from: Intercultural Educational Programmes, Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE. (93203) 460000

SPAIN
TEFL Teachers required January 1986 full time.
C.V. etc to English Educational Services, Alcala, 20, 5D, Madrid. (93615) 460000

SPAIN
Important languages school, needs English teacher for January. With experience.
Write to n4393 Bit Agencies SA, Infants Carlos 183, Barcelona 08029 (Spain) with curriculum vitae photo and telephone.
Approximate salary 468 pounds monthly for 30 hours per week. (93418) 460000

KING ABDULAZIZ UNIVERSITY
JEDDAH — SAUDI ARABIA

ENGLISH LANGUAGE CENTRE

The ELC provides courses in scientific and technical English for approximately 1,100 male and 500 female students drawn from six colleges at King Abdulaziz University.

Courses range from intensive programmes of 20 hours per week for foundation students to specialised reading skills courses of five hours per week. The Center has an academic staff of 60 well-qualified teachers recruited mainly from the U.K. and U.S.A. and is supported by fully equipped in-house media services -- a graphics studio, a reprographics and printing shop, TV studio, photographic studio and two language laboratories. A 20-position Apple computer laboratory has recently been established and now offers a variety of programmes in computer-assisted language learning.

The ELC is currently recruiting well-qualified teachers with relevant experience for June 1986. Teaching couples are especially encouraged to apply.

QUALIFICATIONS: M. A. in TEFL/TESL or Applied Linguistics.

EXPERIENCE: Minimum two years' experience teaching TEFL/TESL overseas.

STARTING SALARY: Attractive salaries depending on qualifications and experience.

BENEFITS:
1. Generous housing and furniture allowances;
2. End of contract gratuity;
3. Sixty days paid summer leave each year;
4. Baggage allowance;
5. Educational allowance for school-age children;
6. Transportation allowance;
7. Annual round-trip air fares.

CONTRACT: One-year, renewable.

APPLICATIONS: Write, including full curriculum vitae, current telephone contact and photocopies of qualifications and letters of experience to:

SUPERVISOR GENERAL
ENGLISH LANGUAGE CENTRE
KING ABDULAZIZ UNIVERSITY
P.O. BOX 1540,
JEDDAH-21441
SAUDI ARABIA.

TEACHING OPPORTUNITIES IN THE MIDDLE EAST

We offer:

- Vacancies for qualified teachers of secretarial subjects.
- Competitive tax free salaries, according to qualifications and experience, with free accommodation and annual paid passage home.
- Interviews in London February/March for posts from August/September. Employment contracts with local Middle Eastern colleges, and close professional support/quality control from Pitman.
- Opportunities for both men and women.

For further details, (previous applicants need not apply) please send your curriculum vitae to:

Mrs. Rosemary Lloyd, Director, Branch Colleges, Pitman Education & Training Ltd., 154, Southampton Row, London WC1B 5AX. (16113)

pitman

ELT Overseas

The British Council is currently looking for Teachers of English as a Foreign Language for several of its Direct Teaching of English Operations (DTEOs) including Indonesia, Sri Lanka, Thailand, Italy and Saudi Arabia, and for posts in the Cultura Inglesa in Brazil.

Candidates should have a first degree, an RSA Dip TEFL or PGCE TEFL, and at least 2 years' relevant experience.

There are also vacancies for an ESP teacher in Kuwait, an ELT teacher-trainer in Poland and senior ELT managerial posts in Japan and Brazil.

For these posts an MA in ELT/Applied Linguistics and several years' relevant experience are required.

For further details and an application form, please telephone 01-580 6572 ext 24 or write, quoting 86/BENIT and mentioning the post(s) you are interested in, to Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

Malawi

Kamuzu Academy

Headmaster Mr. M. B. Gledhill M.A.

This co-educational boarding school was founded in 1977 by His Excellency the Life President of the Republic of Malawi, Dr. H. Kamuzu Banda. It is modelled on the lines of a U.K. public school and is a member of the Headmasters' Conference. There are at present 360 pupils taking courses up to Cambridge Board 'A' level. The 38 teaching staff are all expatriates and are expected to play a full part in the wide range of extra curricular activities.

There will be a number of vacancies for September 1986 and 1987 in both Arts and Sciences.

CANDIDATES
Male or female, single or married, should have an Honours Degree in their teaching subject and three years' teaching experience. They should also have studied Latin at school.

SALARY
On school's scale plus 25% tax free gratuity.

CONTRACTS
3 years initially with paid travel, free housing, car loan, generous education allowance and medical cover.

Interviews in London March 1986.

For further information and an application form please contact: Miss D. Heard, Gabbitas-Thring Services, 6-8 Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734 0161

Gabbitas-Thring

OVERSEAS POSTS
continued

SPAIN
KENSINGTON SCHOOL
Madrid
Requires for January 1986 a qualified and experienced Infant/Junior Teacher - general subjects + music.
Applicants to send full C.V. plus photograph to Head, Kensington School, Avda. de Bularas No. 2 Madrid, Spain
Interviews to be held in England December 1985. (93675) 460000

SUMMER JOBS ABROAD for Children's Couriers. Experienced people over 20 needed to organise activities for children on camping holidays in Europe. Mid-May to Mid-September. Write giving full details to: Children's Courier Dept TE2, Eurocamp Travel Ltd, Edmundson House, Tatton Street, Knutsford, Cheshire WA16 6BD. (03465) 460000

SUMMER TEACHING JOBS IN AMERICA! work on American childrens' camps, mid-June to end August: sea ed under 'Holidays and Accommodation'. (94235) 460000

SWITZERLAND
ENGLISH LANGUAGE SCHOOL IN LAUSANNE
Requires qualified English teacher for January. Teaching up to Cambridge Proficiency, good knowledge of French essential. Post suitable for young, dynamic hard-working man or woman with some experience in teaching E.F.L. Interview London Dec. 20th.
Apply E.L.A. Trevor Sant, Morges 11, CH-1063, Lausanne, Switzerland, with full particulars and photo. (93650) 460000

TANZANIA
Tanzania, Arusha
50 miles from Mount Kilimanjaro St. Constantine's School, Multi Ethnic, requires as from January 1986 or later:
1. Director of Studies from Primary School, curricular and programmes. 350 students, class 1 - 7, age 5 - 13.
2. Primary School teachers. Preferred couples, both teachers: Extra abilities in sport, music, art, science, remedial english, english as foreign language and french.
Apply, sending photograph and C.V. to: The Headmaster, St. Constantine's School, Arusha. (Tel: 3698) Arusha. (92686) 460000

TANZANIA
International School of Moshi requires a Teacher of Mathematics to IB standard (similar 'A' level), ideally also able to teach some Physics. Interviews in early January; it is hoped that the appointed teacher will be able to commence in February/March 1986.
Please write for details and an application form, to: Box 15M, European Council of International Schools, 18 Lavant Street, Petersfield, Hants, GU32 3EW. (93516) 460000

TEACH ON EXCHANGE USA
Qualified British teachers of English, history, mathematics and primary subjects with 5 years' experience currently teaching full-time in the UK are invited to apply for post-to-post exchange appointments to the USA during the 1986/87 academic year.
Teachers are seconded on full UK salary with travel expenses and a cost of living allowance (approx £1950.00) payable.
Teachers should have $18500.00 available for transfer during the year including salary, grant and savings.
The closing date for application in these subjects has been extended to 10th January 1986.
Further details from: The Central Bureau (TE), Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (93866) 460000

TURKEY
Private Eng. Lang. School Teachers with TEFL qualifications. 2 year contracts, housing supplied. Interviews in England.
Applications Write Box No. TES 00466 Priory House, St John's Lane, EC1M 4BX. (93368) 460000

UNITED ARAB EMIRATES
Should I Go?
A-Z of Essential information for successful living and working in a Muslim country.
£8.75 inc. p & p from Peejay Press, 35 Broom Close, Eastbourne, East Sussex. (93057) 460000

ZAMBIA : NDOLA
Junior and infant teachers for April/Sep 86. Good pay, free flat, flights, car loans.
Details send CV and refs. to Principal, 18 Garden Green, Haywards Heath, Sussex. (93681) 460000

Administration Local Education Authority

CAMBRIDGESHIRE
(Equal Opportunity Employer)
NORTHERN AREA
Required for Easter 1986, or sooner if possible.
ADVISORY TEACHER FOR TRAINING OFFICER.
(Burnham Scale 3) to work as a member of the multi-cultural education team, to provide for the social/educational and vocational needs of adults and young people from minority ethnic groups. This appointment forms part of Cambridgeshire's provision to implement its policy on multi-cultural education.
Possible housing assistance.
Forms of application and further details (SAE) from the Senior Area Education Officer, Touchill Close, City Road, Peterborough PE1 1UJ, Cambs. Closing date 20th December. (93011) 480000

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND RECREATION
LIBRARIES AND CONTINUING EDUCATION
CAREERS SERVICE
CAREERS OFFICER (SPECIAL NEEDS)
PAY SCALE £10,632/£11,295 inc.
We are seeking a Careers Officer (Special Needs) to join the Schools and Further Education Team of the Careers Service. Candidates should be fully qualified and experienced Careers Officers who are able to demonstrate an understanding of the problems facing those with special needs.
Further details and job description available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU. Please quote reference CO (special). Closing Date: 27th December 1985.
This post is exempt from 'Ring fence' arrangements. However, applications from employees of the GLC or MCC's with relevant experience will be welcome. (93411) 480000

HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
ASSISTANT DIVISIONAL CAREERS ADVISOR
(South West Hampshire)
PO1 Salary £11,604 - £12,513 per annum.
The South West Division of Hampshire Careers Service covers Southampton, Winchester, Eastleigh, Totton and the New Forest. Main duties of the post are to maintain, develop and promote the work of the Careers Service within the Youth Training Scheme with employers, with the young unemployed and with employment and education liaison schemes. Computers are currently being introduced and the person appointed will be involved in this programme.
Other duties will include working with the Area Divisional Careers Adviser in managing five District Careers Offices, particularly with recruitment and staff support.
Applicants must hold a Diploma in Careers Guidance or equivalent qualification and have broad Careers Service experience and be able to use this experience to help colleagues build further on current successful practices.
Generous relocation expenses are payable in approved cases.
Further details and an application form are available from Careers Service, HQ Education Department, The Castle, Winchester SO23 8UG or telephone Winchester (0962) 54411, Ext. 370.
Returnable by 20th December 1985. (02849) 480000

WALSALL
METROPOLITAN BOROUGH COUNCIL
CAREERS OFFICER
£7,920 - £9,591 P.A.
Based in an area team with involvement in the full range of duties including fifth and sixth form work, career development for young people on youth training schemes and responsibility for an employment unit.
Applications will be welcome from experienced careers officers or students completing the diploma in careers guidance courses.
Application forms and details from Personnel Dept., P.M.S.U. Civic Centre, Darwall Street, Walsall WS1 1DY. Tel: (0922) 21344, Ext. 2054/2055. Closing Date: 19th December 1985. (93903) 480000

Cheshire

DISTRICT EDUCATION OFFICERS
£18,651–£19,692
MACCLESFIELD AND SOUTH CHESHIRE DISTRICTS
Applications are invited for these two responsible and demanding posts, from persons with suitable administrative/professional qualifications and considerable experience at a responsible level in public administration.
The persons appointed will be the Director of Education's representatives at local level, mainly concerned with a broad range of work relating to primary and secondary schools. In addition, the successful candidates will liaise with the advisory staff and other departments, monitor and control estimates and budgets, appoint teaching and non-teaching staff and assess future needs of the school population in the districts.
An essential car user allowance is payable.
A review of County/District working is to be carried out in 1986 and this could possibly affect the grade of this post.
Application forms and further particulars obtainable from the Director of Education, Cheshire County Council, County Hall, Chester. Tel: Chester (0244) 602326. Closing date 20th December 1985. All applicants will be considered on the basis of suitability for the posts regardless of sex, race, marital status, religion or disability. (19782)

Applications from employees of the GLC or MCC's with relevant experience will be welcome.

Senior Administrative Officer
£11,937–£12,825
An energetic and enthusiastic Head of our busy Admissions Section within the Schools Division is required. Responsible for 7 staff, he/she will ensure the efficient working of the section, including the co-ordination of activities and the initiation of new procedures relating to the admission and transfer of children to primary, secondary and special schools.
The ideal candidate will possess relevant qualifications; have considerable Local Government experience in a supervisory role, preferably within an education department; be able to demonstrate the ability to deal sympathetically with people and to make a major contribution to the work of the Division.
Temporary housing (up to 51 weeks), 100% removal expenses (2800 max.), generous relocation costs and lodging allowance – where appointee needs to move.
Further information and application forms from the Education Establishment Section, P.O. Box 56,. Civic Centre, Silver Street, Enfield EN1 3XQ. Telephone 01-366 6366 Closing date: 20-12-85 Please quote reference OGD/528/47. (19760)

London Borough of **Enfield**
An Equal Opportunity Employer

EAST SUSSEX COUNTY COUNCIL
East Sussex
CAREERS OFFICERS
£6,900 to £7,713 or £8,697 if qualified.
Recent reorganisation of the Careers Service has based many Careers Officers in schools and colleges. Their involvement in the curriculum changes and other initiatives now taking place has given a new direction to the Service and brought it to the forefront of the County Council's provision for young people.
Opportunities are now available for Careers Officers at Uplands Community College, Wadhurst, and Falmer School, Brighton, as well as at the Brighton and Eastbourne Careers Offices.
Further details and an application form are available from the County Education Officer, P.O. Box 4, County Hall, Lewes. Tel: Lewes (0273) 475400 ext. 333.
CLOSING DATE: 8th January, 1986.
(18427)

Osaka Senior High School
A young graduate, preferably male, is required for April 1986 to teach English Language and conversation classes at this school for 1500 boys of mixed ability, aged between 15 and 17. The school is affiliated to the University and has excellent facilities.
The appointed teacher will be required to teach for 15–20 hours per week. Previous teaching experience would be useful and it is important to have a friendly personality and keenness to adapt to the Japanese way of life.
Benefits include a salary of approximately £10,000, one year contract renewable. Return air fare at end of contract, daily travelling expenses to and from school.
Further details and an application form from: Mr. F. J. Smith, Gabbitas-Thring Services Ltd., 6–8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161. (19634)

Gabbitas-Thring

KUWAIT
GULF ENGLISH SCHOOL
In September 1986 the following vacancies will occur for:
PRIMARY DEPARTMENT: (n.o.r. 1300)

Kindergarten Teachers	(3yrs 6mths – 4yrs 6mths)	
Infant Teachers	(4yrs 6mths – 7yrs 6mths)	
Junior Teachers	(7yrs 6mths – 11yrs 6mths)	
E.S.L./E.R.I.	(3yrs 6mths – 11yrs 6mths)	
Primary Music Teacher	(3yrs 6mths – 11yrs 6mths)	

EXPANDING SECONDARY DEPARTMENT: (n.o.r. 300)
Graduate or graduating teachers of: Mathematics, English, Physics, Chemistry, Biology, French, History, Computer Studies, Accountancy to 'O' level.
Remedial specialist for the school.
TERMS:
Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished, air conditioned accommodation, electricity, water and porterage. No absence bonus, annual gratuity, insurance and annual tax-free salary in the range of KD3120 to KD5160.
Applications from single teachers and married teaching couples without children. Air mail full c.v. and recent photograph to: R.W. Sheffield MSc, Principal, Gulf English School, P.O. Box 6320, Hawalli, Kuwait, Arabian Gulf. Interviews in London late February/early March 1986. (19771)

LONDON BOROUGH OF MERTON
EDUCATION & RECREATION DEPARTMENT
YOUTH OFFICER (E018)
SOULBURY M.R. 2–6 £11,760 – £13,101
Inclusive of London Allowance
(1985 pay award pending)
Applicants should hold a recognised qualification and have had substantial experience in full-time youth work.
The Borough Youth Service is undergoing re-organisation, following a full review and the successful applicant will be expected to play a development role in this process. Managerial, animatory and diplomatic skills will be required in gaining the co-operation of those concerned both in the voluntary and maintained sectors to produce a service which effectively meets the needs of the Youth Service.
Application forms and job description available from the Director of Education and Recreation, Crown House, London Road, Morden, Surrey, SM4 5DX. Tel: 01-545 3266.
Closing date:– 10th January, 1986.
Applications from employees of the GLC/MCC's with relevant experience will be welcome.
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER (19771)

Careers Officer
(EMPLOYMENT DEVELOPMENT)
SKEGNESS S5 £7920-£8697
Required at Skegness Careers Office, 30 Roman Bank, Skegness from 1 February 1986 or as soon as possible thereafter. Applicants should be qualified and/or experienced Careers Officers, including students who have recently completed DOG courses. The person appointed will be responsible for assisting young people to obtain employment, further education and/or training; for the development of the Youth Training Scheme in the Skegness and Louth areas; for assisting the other Careers Officers in the selection for, and the counselling and follow-up of, individual young people on such schemes.
Applicants must hold a full current driving licence and an essential user car allowance will be payable.
The cost of housing in Lincolnshire is still relatively inexpensive and generous relocation expenses will be paid in any appropriate case where the successful applicant is buying and selling a property.
Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln, LN1 1YL. Telephone Lincoln (0522) 24482. (24 hour service) Please quote ED519.
Closing date 17 December 1985. (ED519) (19721)

Lincolnshire County Council

ADMINISTRATION – LEA
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND RECREATION
LIBRARIES AND CONTINUING EDUCATION
CAREERS SERVICE
CAREERS OFFICER (UNEQUIVALENT SPECIALIST)
SALARY SCALE 4/6 £7,557 to £10,248 pa incl.
We are seeking a qualified Careers Officer who can demonstrate an interest in and a caring for, unemployed young people. The officer should be committed to the aims and objectives of the Youth Training Scheme and be willing and able to market the scheme to employers/parents/pupils. An interest in the use of computers in the Careers Service would also be an advantage. Kingston Careers Service is committed to close employers liaison and candidates should demonstrate confidence in working with adults as well as young people.
Salary negotiable within Scales 4/6.
Interested? For an application form and further details please contact The Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU. Tel: 01-546 2121, Ext. 2376.
Please quote reference: H4/UECO.
This post is exempt from 'Ringfence' arrangements. However, applications from employees of the GLC, MCC's with relevant experience will be welcome. (93335) 480000

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
(a) ADVISORY TEACHER FOR ENGLISH (SCALE 4)
(A FIXED-TERM APPOINTMENT: 1ST JANUARY, 1986 TO 31ST MARCH, 1987)
Applications are invited from teachers with wide and varied experience for the above-mentioned post. The appointment arises from a temporary realignment of advisory duties in connection with the T.V.E.I. related in-service scheme and is intended to strengthen the support given to schools in the area of the curriculum.
(b) PART-TIME ADVISORY TEACHER FOR ART (SCALE 4)
A FIXED-TERM APPOINTMENT: 1ST JANUARY, 1986, TO 31ST MARCH, 1987
Applications are invited from suitably qualified teachers with wide experience in the subject for this part-time post, which has been created as part of the above-mentioned realignment of advisory duties. The Authority is seeking to appoint a nationalist who is able to promote the development of art across a wide spectrum of art teaching.
Application forms and further particulars are available for both posts from the Director of Education, Education Department, Town Hall, Jarrow, Tyne and Wear NE32 3LE, to whom completed forms to be returned within ten days of the appearance of this advertisement. (93635) 480000

Administration General

DIOCESE OF PORTSMOUTH
The Diocesan Education Committee wishes to appoint a
SCHOOLS OFFICER
with experience of administration and understanding of D.B.S. and L.E.A. procedures.
Details from the Secretary, Diocesan Education Committee, Cathedral House, St. Thomas's Street, Portsmouth PO1 2HA. Closing date for applications: 6th January, 1986. (93433) 500000

ESSEX
DIRECTOR OF EDUCATION AND YOUTH
Due to the resignation, for promotion purposes, of the present holder, a vacancy now exists for this full-time post. The Director is responsible for a large team of teachers and youth workers and for co-ordinating and developing an exciting educational programme.
Candidates should hold graduate or equivalent qualifications, and have practical, formal and informal teaching experience.
A commitment to Judaism is essential and a knowledge of Reform Jewish principles is desirable.
Salary will be commensurate with experience and will reflect the seniority of the position.
Letters of application should be sent to: Mrs. Ruth Francis, Chairman, Education and Youth, South West Essex Reform Synagogue, Lake Lane, Newbury Park, Ilford, Essex IG3 7PL. (93319) 500000

METROPOLITAN BOROUGH OF WOLVERHAMPTON
AN EQUAL OPPORTUNITY EMPLOYER
BY NAME AND BY NATURE
West Midlands Education Service for Travelling Children
CO-ORDINATOR — SOULBURY SCALE EDUCATION ADVISER
(HT7) £13,023 — £14,253
Applications are invited from qualified teachers who have held a senior post in a school or public service. The postholder will be responsible for the organisation and day-to-day administration of the Education Service, provided by Education Authorities in the West Midlands, for the children of travelling families. The successful candidate will display knowledge of and commitment to meeting the special needs of such families.
Application forms and further particulars from Director of Education, Civic Centre, St Peters Square, Wolverhampton WV1 1RR. Closing date 29th December 1985.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individuals sex, ethnic origin or colour, and from people with disabilities who have the necessary attributes to do the job. Applications from employees of the GLC or MCC's will be welcome.
WOLVERHAMPTON *the pace setter*

Buckinghamshire County Council
(Equal Opportunity Employer)
EDUCATION OFFICER (DEVELOPMENT)
PO7 (£16,551 — £17,547 p.a.)
Candidates for this key post should be of graduate status with both teaching and appropriate local education authority experience. Responsibilities will involve work connected with planning and development of the County's education service, further education provisions for the 12-19 age range and reviews of primary and secondary school provision consequent upon population variations.
Details and application forms from the Chief Education Officer, County Hall, Aylesbury, HP20 1UZ on receipt of an s.a.e. (or telephone Aylesbury 5000 Ext 5128).
Closing date for applications: 23 December 1985. (19799)

NORTH EAST MEDIA DEVELOPMENT COUNCIL (NEMDC)
MEDIA TRAINING SCHEME
NEMDC was set up in 1984 by a group of organisations in the North East region active in a range of film, television and video industries. Its object is to establish a new media industry in the North East based on socially useful applications of film and video technology, a commitment to regional development, and sustainable jobs. One aspect of this initiative is a professional Training Scheme in film and video production/distribution/exhibition which will be based in a new purpose built studio complex in Gateshead, Tyne and Wear.
As core staff for this Training Scheme, NEMDC wishes to appoint:
1) A CENTRE DIRECTOR
(salary bracketed at £14,000 pa)
to be responsible for co-ordinating the overall development of the Centre including marketing, public relations, funding and development.
2) A TRAINING DIRECTOR
(salary in the region of £14,000 pa)
to be responsible for drawing together the team of teaching staff, designing, establishing and overseeing training programmes and for liaising with relevant organisations.
3) AN ADMINISTRATIVE DIRECTOR
(salary in the region of £12,000 pa)
to be responsible for the overall administration of the Centre and the training schemes, including finance and budget operation.
Familiarity with the film and video industry is essential for posts (1) and (2), but not necessarily for post (3).
NEMDC is an equal opportunities employer. We welcome applications regardless of age, sex, sexual orientation, ethnic origin and disability.
For further information, please send a large stamped addressed envelope to: Annie Clark, NEMDC, c/o 36 Bottle Bank, Gateshead, Tyne and Wear, NE8 2AR. Closing date: 18 December 1985.
NEMDC acknowledges the financial assistance of Tyne and Wear County Council. (19789)

WARWICKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
Senior Education Officer
(FINANCE AND ADMINISTRATION)
£20,931–£23,019
(with effect from 1st April, 1986)
This third-tier post, which has a central role in the financial management of the education service and in the management of non-teaching staff, will become vacant in the early summer of 1986. Candidates will need proven leadership skills and management experience in an educational setting. The postholder must be capable of implementing current policies and systems sensitively. Equally he or she will be expected to contribute fresh ideas throughout a rapidly changing educational scene.
Application forms and further details from the County Education Officer, Staff and Pay Section (ref. SPTW), 22 Northgate Street, Warwick, CV34 4SR, telephone: Warwick (0926) 493431, ext. 2354.
Closing date: 31st December, 1985.
Warwickshire is an equal opportunities employer (19767)

LONDON BOROUGH OF ISLINGTON
Engineering and Surveying Department
ROAD AND WATER SAFETY OFFICER
(REF: SE.20)
SO2 (£12,198.00 - £12,882.00 Per Annum Inclusive
SOME OVERTIME WILL BE AVAILABLE.
Applicants must have at least 3 years experience in Road Safety Education, including cycle and motorcycle training and at least 1 years experience of staff supervision.
Ability to produce written committee reports and conduct correspondence on all aspects of road and water safety, organise, conduct and speak at road and water safety campaigns meetings and to communicate well with a wide range of road user, including children and senior citizens is essential. It would be desirable if applicants had at least 1 years experience of accident data retrieval and analysis.
Application form and further details available from Acting Borough Engineer and Surveyor, 53 Clerkenwell Road, London EC1M 5RT. (Tel: 01-253 5721 Ext. 276).
Closing date 20th December 1985
Our jobs are open to all races, both sexes, lesbians and gay men and we have a positive attitude towards the employment of disabled people. (19779)
ISLINGTON EQUAL OPPORTUNITIES EMPLOYER

COUNTY EDUCATION DEPARTMENT
PRINCIPAL ADVISER FOR PRIMARY EDUCATION 3-13
(Based at Dorchester)
Applications are invited for this key post, which will become vacant on the retirement of Mr John Litson on 1 September 1986.
Candidates should have a good knowledge of current thinking and practice, successful experience in both Headship and Advisory work, and outstanding qualities of leadership, vision and personal stamina.
Salary £18,159 to £19,509 p.a.
Application forms returnable by 6th January, 1986 and further details from the County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Please quote post CO321X.
(16144)

KIRKLEES Metropolitan Council
Directorate of Educational Services
ASSISTANT EDUCATION OFFICER (16+)
Grade: P O (B) £12,885 — £14,025
H.Q. Oldgate House, Huddersfield
Applications are invited from successful graduate teachers, preferably with some experience of education administration, for this fourth tier post in a progressive authority.
The AEO will assist in the promotion, development, co-ordination and management of services to the post-16 age group particularly those provided by the FE Colleges and Schools Sector. The post-16 sector is subject to a rapid rate of change and development and the Authority is seeking to appoint someone able to meet these challenges in a positive way.
Application forms & further particulars from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this advertisement. Please send SAE.
The Council Operates a Trade Union Membership Agreement.
(19793)

Bedfordshire
A nuclear-free zone
Bedfordshire County Council is an Equal Opportunity Employer

Education
Senior Careers Officer
Salary grade scale 6 £8,979 - £9,891
As a basic grade careers officer, are you ready to take on a middle management responsibility, including setting targets and monitoring the work of a team of careers officers and placing officers? The Bedfordshire Careers Service is actively involved in a number of curriculum and vocational preparation initiatives and this post should appeal to qualified officers who can demonstrate energy enthusiasm and a willingness to take part in the development of guidance services.
Application forms obtainable from the Head of Manpower Services, County Hall, Bedford. Telephone Bedford 228228.
For informal discussion and further information contact Alan Butler, telephone Bedford 63222 ext. 2216.
Closing date Wednesday 18th December 1985. (16132)

The Amateur Athletic Association invites applications for the new
DEVELOPMENT OFFICER
The successful applicant will be based in the Midland Counties Amateur Athletic Association's office in Birmingham, but will be expected to travel throughout the Area. A car will be provided and the applicant must have a valid driving licence.
Applicants should have a working knowledge of athletics at club level: international experience is not necessary. Experience of office administration or public relations work would be an asset. Duties will include committee work, the management of staff and the day to day business of the Association. It is essential that the holder of the post should be well organised and have a pleasant personality to enable him/her to gain and hold confidence of amateur club officials and others with whom he/she will work.
Salary – negotiable
Details and application forms from:
AAA
Francis House
Francis Street
London SW1P 1DL
Closing date for return of completed application is 31st December 1985. (19795)

Bedfordshire

A nuclear-free zone

Bedfordshire County Council is an Equal Opportunity Employer

Social Services

Dually Qualified Social Worker for the Deaf
Salary £7,437 p.a. – £10,638 p.a.

Rewarding position for enterprising, manually competent Social Worker for the Deaf, within a small team offering a county social work service to the Deaf community in Bedfordshire. The team is currently based at Dunstable Social Services in South Bedfordshire, however consideration is being given to its relocation and this position would be an interesting opportunity for a Social Worker for the Deaf to be involved in the development and planning of an innovative service to the Deaf community. Hence the need to recruit a professional, experienced in the needs of the profoundly prelingually deaf, who can bring to such a post stimulating ideas and assertive expertise. The applicant should also be capable of functioning in a multi-disciplinary environment.

Salary would normally be in the range up to Level III, however exceptional work would be rewarded.

For an application form write on a postcard to Director of Social Services, County Hall, Bedford.

Closing date 20 December 1985. (16139)

Hertfordshire Social Services

Teacher

Salary Scale Burnham II plus Special School Allowance.

WOODSIDE, Six Hills Way, Stevenage, is a Young People's Centre providing a residential social work environment and includes education for 30 young people. The emphasis of the work concerns the development of the child's, the family's and local community's ability to function adequately together to enable the child to return whenever possible to his own home and local school.

We are interested in teachers who can manage often difficult and acting out children in a containing and positive manner.

[illegible] approaches to the problems of young disturbed people's education who is prepared to work in a very professional and flexible milieu.

For informal discussion and further information contact Mr. P. White, Officer in Charge or Mr. Bromley, Head Teacher (Stevenage 316344).

Application form from the Director of Social Services, County Hall, Hertford (Hertford 585648).

Please quote ref. B.45. Closing date: 20th December, 1985. (16130)

ADMINISTRATION – GENERAL
continued

LONDON REGIONAL EXAMINING BOARD

SENIOR ADMINISTRATIVE ASSISTANT
(NJC Scale 5: £7,950 - £8,687 plus £1248 London Weighting)

Applications are invited for the above post in the Mode 3 unit which becomes vacant on 1st January 1986.

Duties include the processing of new Mode 3 submissions, direct responsibility for a group of Mode 3 syllabuses and the servicing of some committees.

The post would be suitable for a mature person with organisational and administrative skills who possesses at least 3 years' experience at a senior level in the public or private sector, preferably in educational or related administration.

Applicants should have a good academic background and preferably should possess a suitable qualification.

Further particulars and application forms (to be returned as soon as possible) are obtainable from the Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF (Tel: 01-870 9144). (028741) 500000

DEVON
SKERN LODGE
Devon
Qualified instructor drivers required for March 1986. Interviews by arrangement B.A.e.p.D. Rock Climbing Instructors and/or Climbing Counsellors (C.S.C.I. or T.I.) Female & Male vacancies.

Apply with c.v. or Tel: Skern Lodge Outdoor Centre, Appledore, Bideford, Devon, EX39 1NG (03237 2592). (01468) 600000

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts for the 1986 GCSE examination:

VISITING ASSESSORS (resident within a 40 mile radius of Charing Cross) in ART, DESIGN & CRAFTS.

ASSISTANT EXAMINERS and ASSESSORS in SCIENCE (based on Sidcup or Kingston).

Application forms and further particulars may be obtained from D.S. Board (A), Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF. 01-870 2144, to whom completed forms should be returned NO LATER THAN 23rd DECEMBER 1985. (93435) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:

1. ASSISTANT EXAMINERS for ACCOUNTING (600) at ADVANCED LEVEL

2. ASSISTANT EXAMINERS for PERSONAL & BUSINESS FINANCE (189) at ORDINARY (ALTERNATIVE) LEVEL.

3. ASSISTANT EXAMINERS for ACCOUNTING (054) at ORDINARY LEVEL.

4. ASSISTANT MODERATORS for BRITISH INDUSTRIAL SOCIETY (162) at ORDINARY LEVEL.

5. ASSISTANT EXAMINERS for BRITISH INDUSTRIAL SOCIETY (162) at ORDINARY LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A21), The Associated Examining Board, Stag Hill House, Guildford, Surrey, to whom completed forms should be returned by 23rd December 1985. (93691) 600000

INSURANCE BROKING

We are an established insurance Brokerage with specific marketing expertise in advising on house purchase, mortgage finance and private pensions schemes.

We are currently seeking to appoint at least five high calibre men or women as consultants with proven sales ability. Training available after 3 – 4 years.

Experience is not essential since full training will be provided but ability to work in a structured manner is absolutely essential. Applications in writing with full C.V. to Matthew Ryan & North Brink, Wisbech, Cambs. Tel: (0945 61171). (93434) 600000

LINCOLN DIOCESAN BOARD OF EDUCATION AND TRAINING

CHILDREN'S WORK ADVISER

A full-time post as Children's Work Adviser, with responsibility for work in parishes and church schools, open to suitably qualified clergy and lay men and women, preferably with experience of children's work. Salary according to age, with housing allowance.

Details from: Diocesan Education Centre, Bishop Grosseteste College, Lincoln LN1 3DY. Tel: Lincoln (0522) 42121.

Closing date for applications: December 18, 1985. (93967) 660000

EDUCATIONAL PSYCHOLOGIST

Salary: £13,850 – £14,979 H.T. Group 6.3 – 7.4

Required from 1st January 1986 or as soon as possible, thereafter an Educational Psychologist who is interested and qualified in the field of mental health to join the County team of Educational Psychologists who have largely generic responsibilities. This post is being established within the terms of the All-Wales Strategy for the Improvement of Services for Mentally Handicapped Persons.

A full description of the duties of the post, which will include liaison within the Department of Social Services and the Area Health Authority, will be provided on application.

This post carries a casual car allowance and appropriate payments will be made for authorised journeys.

Application forms and further particulars from the Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent, NP44 2XH.

Closing date 19th December, 1985 (19781)

Gwent County Council

Educational Psychologists

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST

Applications are invited for the appointment of an Educational Psychologist to work in the Educational Psychology Service. Salary in accordance with the Soulbury Agreement G.T. Scale 4 to the H.T. Group 7 Point 4.
£10,569 - £14,979.

Applicants should possess a 1st or 2nd class Honours Degree in Psychology and have a minimum of two years' experience as a qualified teacher and a post graduate qualification in educational psychology. The authority operates a system of flexible working hours.

Application forms and further details (S.A.E.) from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR1 3DN. Closing date not later than 20th December, 1985.

Applications are invited from qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology (applications will also be welcome from those who are currently completing their training).

Applicants should be enthusiastic and innovative psychologists able to work collaboratively with a team providing a consultative service to schools through regular school visits. A keen interest in in-service training and project work is essential.

Closing date: 20th December, 1985.

Generous relocation allowances are payable in approved cases.

Application forms and further details available from (s.a.e. please) the County Education Officer, (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD (telephone: 0245 267222, ext. 2626). (16127)

ESSEX County Council

Examiners

JOINT GCE O LEVEL/CSE EXAMINATIONS

Applications are invited for the appointment of CHIEF EXAMINERS IN INFORMATION TECHNOLOGY WITH OFFICE STUDIES

For the June 1986 examination. Appropriate academic qualifications, relevant teaching experience and examining experience at CSE and/or GCE O level are required. Duties of the Chief Examiners will include the setting of question papers, the preparation of marking schemes and the supervision of Team Leaders and Assistant Examiners.

Application forms and further details can be obtained from the East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham NG8 3NA. Completed applications forms including the names of two referees should be returned to the East Midland Regional Examinations Board by 23rd December 1985. (03668) 600000

Miscellaneous

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 45, can be employed in the area of their choice. Phone 01-920 3400, Ext. 267 or write Mr. R.J. Bayley, 3/4 Copthall Street, London EC2R 7BH. (93410) 660000

AVAILABLE SEPTEMBER 1986. Please on origin exchange scheme to Canada. Opportunity for personal and professional development while retaining job security. Financial assistance and comprehensive guidance available. Interviews being held shortly. Details on receipt of SAE (7X10) to LSC, 7, Seymour House, Seymour Mews, London W1H 9PE. (93200) 660000

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

(2 POSTS) Soulbury £10,659 - £14,979 p.a. (1985 pay award pending)

Required in the South East Essex area team based at Hadleigh School Psychological Service Office.

Applications are invited from qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology (applications will also be welcome from those who are currently completing their training).

Applicants should be enthusiastic and innovative psychologists able to work collaboratively with a team providing a consultative service to schools through regular school visits. A keen interest in in-service training and project work is essential.

Closing date: 20th December, 1985.

Generous relocation allowances are payable in approved cases.

Application forms and further details available from (s.a.e. please) the County Education Officer, (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD (telephone: 0245 267222, ext. 2626). (16127)

ESSEX County Council

ESSEX T.V.E.I. INTERACTIVE VIDEO PROJECT

The Authority has been pioneering the development of the use of Interactive Video in Education. The next phase will be a joint Essex/M.S.C. project based at the Curriculum Development Centre, Wickford, under the management of the Essex T.V.E.I. Project Director. Applications are invited for the following posts:

A Team Leader (Senior Teacher Scale)
Two Development Officers (Scale 4)

These posts are available from January 1st 1986, subject to final M.S.C. approval.

Closing date for applications December 20th 1985. Forms and details from: County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD

Foolscap S.A.E. please. Relocation allowances payable in appropriate cases. (16143)

ESSEX County Council

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT

SENIOR EDUCATIONAL PSYCHOLOGIST (WYCOMBE AREA)

Salary: £14,664–£16,963 p.a. (Under review)

Required, on the retirement of the present postholder, to lead a team of 4 full-time educational psychologists in the Wycombe Area. Candidates should have an Honours Degree in Psychology, post-graduate training in Educational Psychology, appropriate teaching experience and successful experience as an Education Psychologist.

Further details and application forms from the Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. Informal enquiries may be made to the Principal Educational Psychologist (Tel: Aylesbury (0296) 8000, Ext. 8231). (19761)

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Education Department

P/TIME EDUCATIONAL PSYCHOLOGIST

Salary Range: Soulbury Committee Scale (Equivalent to the Burnham Qualified Teacher Spine for Scale 3 Point 4 to the Head Teacher Group 7 Scale Point 4. £9,888–£14,979 per annum; pro rata.

Applications are invited for appointment to the above post with the Preston Area Team, to work 8 sessions (i.e. 29 hours per week).

Applicants should possess an Honours Degree in Psychology, teaching experience and post graduate training in educational psychology. Previous experience in a Schools Psychological Service would be an advantage.

The successful applicant will become a member of an area team responsible to the Senior Educational Psychologist. The post offers opportunities for work with pre school children and with Primary, Secondary and Special Schools and Units.

Commencing salary will be determined according to age and experience.

Application forms and further details available from/returnable to the Chief Education Officer, Education Department, County Hall, Preston PR1 8RJ. Tel: Preston 263697. Please quote Reference A1099/1/PJ.

Closing date: 20th December 1985. (16136)

T.V.E.I. — BUSINESS EDUCATION

Kingston upon Thames, TVEI Project, Kingsdowne Curriculum Centre, Ewell Road, Surbiton, Surrey, KT6 6HL. Tel: 01-390 6837 Project Co-ordinator: Mr. I. M. Harries BA, MEd

Required for Easter 1986 a Teacher for Business Education attached to the Central Project Team of the Kingston Technical and Vocational Education Initiative.

An experienced and well qualified candidate is sought to teach in the Borough's Project Schools and work with the Advisory Teacher to develop a broad integrated skills curriculum. The capacity to innovate, and the ability to work in a team are both important for this post.

Scale 4 post. London allowance £678.

Application forms and further details available from the Director of Education and Recreation, Royal Borough of Kingston upon Thames, Guildhall, Kingston upon Thames, Surrey KT1 1EU (SAE please) to be returned to the Project Co-ordinator at the Centre by Wednesday, 18 December 1985.

ROYAL BOROUGH OF KINGSTON UPON THAMES (16820)

MADAME TUSSAUD'S

PORTRAIT SCULPTOR

Madame Tussaud's invite applications from PROFESSIONAL PORTRAIT SCULPTORS in London to work in the Studio of Madame Tussaud's on a free-lance basis.

Only applicants who are experienced and have reached a high standard in figurative and portrait sculpture should apply. Write enclosing a small selection of slides or photographs to Ian Hanson, Head of Studios, Madame Tussaud's Ltd., Marylebone Road, London NW1 5LR. (19823)

We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know.

But then, we're not merely offering you a choice of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach British troops abroad or perhaps Gurkhas and locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other Officers.

You'll have the same status, the same opportunities for promotion, the same levels of pay.

We think it only fair, therefore, that you should prove yourself their equal as an Officer. Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and a spell at the Royal Army Educational Corps' own training centre, you'll take up your first teaching post.

Your starting salary, depending on your qualifications, will be between £7,489 and £12,216, back dated to the day you joined.

If you decide to leave after three years commissioned service, you'll get a tax-free gratuity of £4,125.

As to your qualifications, the main thing is that you should be a graduate or at least a qualified teacher.

Incidentally, throughout your period of service, you'll be given every opportunity to improve your own professional qualifications, possibly up to post-graduate level.

Assuming you're fit and under 29, you can take a tentative step in our direction by spending a day with some RAEC Officers. But, having done so, you'll be under no obligation.

Entry normally takes place in January and September and you are advised to apply at least six months in advance.

For further details write to: Lieutenant Colonel FGN Sjögren BA, MSc, RAEC, Recruiting and Liaison Staff, Dept P504, RAEC Centre, Wilton Park, Beaconsfield, Bucks HP9 2RP. Enquiries are invited from both male and female applicants.

Army Officer

MISCELLANEOUS
continued

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW

HOUNSLOW BOROUGH COLLEGE

EDUCATIONAL TECHNOLOGY ASSISTANT
Scale 5. £8,277 - £9,354 inclusive

Applications are invited for the post in the Resources Centre at Hounslow Borough College, London Road, Isleworth.

The postholder will be responsible for co-ordinating the Audio Visual Section to provide a comprehensive teaching and learning support service to staff and students of the College. He will also be involved in in-service training to staff on the use of audio-visual materials and use of equipment, together with all aspects of video, design, photographic and graphic production work.

Applicants should have a background in educational technology, preferably with some teaching experience.

Application forms from Hounslow Borough College, London Road, Isleworth. Tel: 568 0244, Ext. 238. Closing date: 20 December 1985

An Equal Opportunity Employer. (93693) 660000

LONDON SE10
DARTMOUTH HOUSE CENTRE
15 Catherine Grove, Greenwich
CHIEF TRAINER
Required for experimental Training Centre who will undertake some part of the basic skill training and will co-ordinate each mother's individual training programme, in consultation with other senior colleagues, in order to make optimal use of training and work experience opportunities in the community and in the Centre. The design of the child care, catering and housecraft training and its management are already in hand.

Our innovative work with young parents, many of whom come from ethnic minorities, is now in its third year and has recently been awarded a 5-year training grant from the European Social Fund.

Dartmouth House is an Equal Opportunities Employer.

The post is rated 603/PO1. Further information from the Administrator (01-692 3776). Job advertisement. (93694) 660000

SUMMER TEACHING JOBS IN AMERICA! work on American children's camps, mid-June to mid August; see all under 'Holidays and Accommodation'. (94253) 660000

COMPUTER TRAINERS

British Telecom are looking for teachers and lecturers to use their experience and knowledge of computers to become a Computer Trainer with British Telecom International at up to £14,000 p.a. See their ad on page 46.

Peripatetic Posts

DEVON

Please see displayed advertisement on Page 43. (93388) 670000

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
ADVISORY TEACHER FOR THE VISUALLY IMPAIRED (Scale 3)

Applications are invited for the post of PERIPATETIC ADVISORY TEACHER of the visually handicapped. Duties will include teaching visually handicapped pupils in ordinary schools, advising schools and parents on the educational management of visually handicapped children and pre-school parent guidance. A knowledge of computer assisted learning could be an advantage. Further details available on request REF: 8502/KK.

Application forms and further details (s.a.e.) from Chief Education Officer, Education Department, 4 Bond Street, Wakefield, to be returned within 14 days of this advertisement. (93398) 670000

Outdoor Education

CORNWALL
INSTRUCTORS
Cornwall Adventure Days, Bude are looking to recruit full and part-time instructors for the 1986 season.

Application forms from, Paddy Frost, The Waterfront Centre, Bude. Tel: (02884) 5493. (93419) 660000

CUMBRIA
INSTRUCTOR/SROUP TUTOR/SWIMMING
Required for 1986. Driving licence essential. Previous experience and/or qualifications essential.

Apply in WRITING only, including C.V. to: The Warden, Cumbria Outdoor Pursuits Ltd., Fallsarrow Hall, Newbiggin-on-Lowther, Cumbria LA23 3DX.

DEVON
SKERN LODGE OUTDOOR CENTRE
Excellent value for money schools adventure activity programmes. Tel: 03572 76992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our main Advertisement on Page 80. (16114) 680000

DORSET
POOLE AND DORSET ADVENTURE CENTRE
Require as soon as possible a permanent instructor who is interested in working with young people of all ages in a positive way. Activities undertaken are canoeing, rock climbing, expedition, swimming and camping.

Applicant must be over 21 years of age with a clean driving licence and single. Accommodation available with full board. Salary £3,500 per year.

Further details from the Director, Poole and Dorset Adventure Centre, Hercules Road, Hamworthy, Poole, Dorset, BH15 4JA. Closing date for applications 1st January 1986. (93686) 680000

GLOUCESTERSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION SERVICE
Applications are invited from suitably qualified and experienced Youth Workers/Teachers for the post of OUTDOOR PURSUITS WORKER, in Scale 3 (£8,397 - £9,103 p.a. pay award pending).

During the Summer months the Worker will be based at South Cerney Watersports Centre, and will instruct various water-based activities and assist the Manager in the running of the Centre. During the Winter period the Worker will be based at the Education Office, Annexe, Gloucester, and will be expected to instruct and help develop a comprehensive programme of outdoor activities.

Further details and application form from Chief Education Officer, Shire Hall, Gloucester GL1 2TP. Tel: Gloucester 423283.

Closing date 30th December, 1985. (93396) 680000

OUTWARD BOUND ESKDALE

Short-term instructors are required for the period March to September 1986. Applicants must be twenty-two years of age, experienced mountaineers and committed to residential work with young people.

Application forms and further details from: The Director, The Outward Bound Trust, Eskdale, Holmrook Cumbria CA19 1TE. (93380) 680000

SUMMER TEACHING JOBS IN AMERICA! work on American children's camps, mid-June to end August; see all under 'Holidays and Accommodation'. (94254) 660000

RESIDENTIAL ADVENTURE CENTRE MANAGERS

PGL, leaders in adventure holidays for youngsters, requires residential managers with organisational and management skills to run Adventure Centres for 100 - 150 clients.

Each centre has a team of up to 60 staff employed to instruct sports and outdoor pursuits or to look after youngsters outside activity periods, as well as all the administrative and support staff.

Useful experience includes working with youngsters, management, administration and a knowledge of a cross-section of sports. Ideal age 25 - 35.

VACANCIES

LONG SEASON: Wales & Wye Valley: Feb. to Sept.

MEDIUM SEASON: France, Wye Valley: May to Sept.

SUMMER ONLY: UK mainly 15 July to 24 August.

Vacancies also exist for Activity Instructors and Group Leaders.

Further details and application form from: Gill Rinton, PGL Young Adventure Ltd., 838 Barlow Moor Road, Manchester M21 2AY. Tel: 061 881 4224. (94466) 680000

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1986: -
THE YOUTH OUTDOOR PURSUITS CENTRE
Basil Curtis, North Wales
INSTRUCTORS - SCALE 1
Temporary post for two terms.

Applicants must have completed a satisfactory year and hold the M.L.C. Mountain Leaders' Certificate and R.S.C.I. Senior Instructor Certificate.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St. Peters Square, Wolverhampton WV1 1RH, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (93369) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
Excellent value for money schools adventure activity programmes. Tel: 03572 76992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our main Advertisement on Page 80. (16114) 680000

RESIDENTIAL ADVENTURE CENTRE MANAGERS

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NOTTINGHAMSHIRE
COUNTY COUNCIL

EATON HALL INTERNATIONAL

CERTIFICATE IN TESOL

LICENTIATE DIPLOMA IN TEFSL (LTCL)

DIPLOMA IN TESP (Dip TESP)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above. Distance no problem.

Write for details to The Director, Ref T100, Eaton Hall International Centre, Retford, Nottinghamshire, DN22 0PR or Tel: (0777) 706441. (14177) 700000

SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

Are you a graduate or teacher interested in working overseas? Why not train with us?

Open Polytechnic Distance Training programme gives short residential block leading to: Certificate in TESOL, Associate Diploma (TESOL), Licentiate Diploma (TESOL).

For full details write or phone TESOL Centre, Sheffield City Polytechnic, Totley Rail Centre, Sheffield S17 4AS. Tel: (0742) 369941. (93667) 700000

IRSP

Are looking for a large number of qualified and experienced staff for their centres around S.E. England for Easter, July and August.

Centre Managers are also required for Oxford, Bromley and Tunbridge Wells areas.

Good rates of pay and working conditions. Interviews to be held in January.

Send C.V., photograph and telephone number to Director of Studies, IRSP, 127 Park Road, Bromley, Kent. (93261) 700000

KENT
ANGLIAN SCHOOL OF ENGLISH
Wishes to appoint a teacher early in 1986 for small international adult classes at all levels. Must be qualified and experienced in EFL (Business English an advantage). Initial contract to end of August 1986 with possibility of permanent post. Salary £6,600 p.a. with review in April.

Send application with full C.V. and names of two referees in Britain to: Mr. Alan Ford, Anglian School of English, 817, 93 Norfolk Road, Cliftonville, Margate, Kent CT9 2HX. (92931) 700000

Appointments Wanted

BILINGUAL MONTESSORI Teacher seeks post for 1986, UK or abroad. Excellent references. Please write Box TES 00463, Priory House, St. John's Lane, EC1M 4BX. (93515) 720000

EDUCATION DEPARTMENT
CANTERBURY DIVISION

CANTERBURY CANOE CENTRE

Applications are invited for the post of Warden of the Canterbury Canoe Centre to take up duties in April 1986 (salary on Burnham Scale 3). The main responsibilities are to organise the teaching/coaching programme; to liaise with Schools Youth Service, Adult Education and community; contribute to Water Safety Education and to assist with the organisation, maintenance and purchase of equipment. Preference will be given to applicants with British Canoe Union qualifications.

Application forms and further details from the Divisional Education Officer, 78 London Road, Canterbury, Kent. Closing date 31st December (16134)

KENT COUNTY COUNCIL

COMPUTER TRAINERS

British Telecom are looking for teachers and lecturers to use their experience and knowledge of computers to become a Computer Trainer with British Telecom International at up to £14,000 p.a. See their ad on page 46.

PRIVATE LANGUAGE SCHOOL near Barcelona is looking for qualified and experienced EFL teachers for January 1986. Please apply to English Worldwide, 61 Delancey St, London NW1 7RX. (93687) 700000

IRSP

Are looking for a large number of qualified and experienced staff for their centres around S.E. England for Easter, July and August.

Centre Managers are also required for Oxford, Bromley and Tunbridge Wells areas.

Good rates of pay and working conditions. Interviews to be held in January.

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NOTTINGHAMSHIRE
COUNTY COUNCIL

EATON HALL INTERNATIONAL

CERTIFICATE IN TESOL

LICENTIATE DIPLOMA IN TEFSL (LTCL)

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SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

Are you a graduate or teacher interested in working overseas? Why not train with us?

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For full details write or phone TESOL Centre, Sheffield City Polytechnic, Totley Rail Centre, Sheffield S17 4AS. Tel: (0742) 369941. (93667) 700000

SPAIN

Private Language School near Barcelona is looking for qualified and experienced EFL teachers for January 1986. Please apply to English Worldwide, 61 Delancey St, London NW1 7RX. (93695) 700000

English as a Foreign Language

BOURNEMOUTH
DIRECTOR OF STUDIES required, within the ANGLO-CONTINENTAL GROUP, for English Language teaching to foreign students.

The main areas of language teaching include a full course of general English, adult examination courses and junior courses (non-residential).

Essential requirements are good TEFL qualifications and experience including juniors and young adults, and a proven record of success in educational administration. Experience of teacher-training would be an advantage.

For details and application form please write to Anglo-Continental, 33, Wimborne Road Bournemouth BH2 6NA. (93679) 700000

DEVON
Qualified teachers (RSA or equivalent) aged 25 - 40 required Jan. 1986 to join dynamic team in recognised school specialising in courses for school children. Full time or mornings only.

Please write with CV & SAE to: Office English Centre, The Firs, Queen's Terrace, Exeter EX4 4HR. (93636) 700000

SPAIN

Private Language School near Barcelona is looking for qualified and experienced EFL teachers for January 1986. Please apply to English Worldwide, 61 Delancey St, London NW1 7RX. (93695) 700000

English as a Second Language

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BEATON MIDDLE SCHOOL
Required for this purpose-built, semi-open plan middle school, from February 1986, a full-time Language Support Teacher to work with children for whom English is a second language.

The successful applicant should be prepared to work co-operatively with the staff in developing the language skills of ethnic minority pupils across the whole ability and age range. Individual language programmes will be developed. In addition to the direct support given to pupils in their normal teaching situations.

Teachers with appropriate experience are invited to apply for this appointment at Scale 1, outlining any contributions they are able to make to the school as a whole, through experience, interest and qualifications.

Further information is available from the Headteacher, Mr L. Hodgson (telephone: Bradford 495056).

Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Provincial House, Mid Street, Bradford BD1 1NP and should be returned to the Headteacher, Beaton Middle School, Heworth Road, Bradford BD9 6LL, by 18th December 1985.

Reference ST 119985/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (63450) 710000

HAVERING
LONDON BOROUGH OF HAVERING
ENGLISH AS A SECOND LANGUAGE
Required as soon as possible a Scale 3 Teacher of English as a second language with experience in primary work, though prepared to work across the primary/secondary age range. The successful applicant will be expected to liaise with class teachers and sometimes act in an advisory capacity. Use of car essential.

Application forms are available (sae please) from the Director of Education Services. (Ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 20th December 1985. (93274) 710000

MANCHESTER
Defending Jobs - Improving Services
Education Department

Qualified and experienced teacher wanted to teach conversational English to Japanese children aged 9 to 12 starting from January 1986.

For further details, contact:- The Japanese School in London, 1 Gloucester Avenue, London NW1. Tel: 485 0851. (93682) 710000

Educational Courses

AVAILABLE some weeks 1986 - large purpose built Field Centre in converted barn in Yorkshire Dales, for self teaching groups of up to 28. Ring Settle 07292 5565. (93203) 760000

LONDON
R.S.A. Preparatory Certificate in Teaching English as a Foreign Language. Course dates: January 30th to 14th February. Course 2: March 10th to 4th April. Fee: £340 + £22.50 RSA registration fee.

Information and application forms from Marble Arch Intensive English, 21 Star Street, London W2. Tel: 402 9273. (01328) 760000

INSERVICE TRAINING

ENVIRONMENTAL EDUCATION THROUGH FIELDWORK

Week and weekend courses Spring and Autumn Terms 1986 for Primary and Sec. Teachers Courses will involve theory, practical and role play.

Courses: Primary & Middle Sch. Fwk. / A' Level Fwk. Techniques & Field Study and Follow up Environmental Studies.

Details: The Director, Rheidol Study Centre, Rhydyfelin, Aberystwyth SY23 3EZ. Tel: 0970 828323. (91467) 760000

LEARN TO TEACH ENGLISH (EFL)

HALF-TERM, CHRISTMAS, EASTER & SUMMER

ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY/ CANTERBURY

The Course Objective:

Thorough initial, practical and theoretical training for teaching English as a Foreign Language in one week.

Second Language Education Unit. A well qualified and experienced teacher to be responsible for the teaching of English as a Second Language and to share responsibility for the development of multi-cultural education throughout the school. This is a Section 11 post in an 11-16 multiracial school.

Further details and application forms from the Personnel Office, Abraham Moss High School, Crescent Road, Crumpsall, Manchester M8 5UF. Tel: 061 740 1491 Ext. 312/313, to be returned by 20th December 1985.

Re-advertisement. Previous applicants will be considered.

An Equal Opportunity Employer. (93460) 710000

SWANSEA
UNIVERSITY COLLEGE OF SWANSEA
M.ED. COURSE IN EDUCATIONAL PSYCHOLOGY

Applications are invited for this one-year B.P.S. recognised course of professional training in educational psychology to begin in September 1986. Applicants should hold an honours degree in psychology, or its equivalent, and a teaching qualification, and should have had at least two years' teaching experience. Theory and practice play an equal part in the work of the course, and trainees will be required to submit a dissertation.

Further course details and an application form may be obtained from the Secretary, Department of Education, University College of Swansea, Hendrefoilan, Swansea SA2 7NB. Closing date for applications: 31st January, 1986. (93672) 760000

UNIVERSITY OF WARWICK
DEPARTMENT OF EDUCATION
M.A./ADVANCED DIPLOMA IN PRIMARY EDUCATION

The Department of Education, together with the Department of Psychology, offers a one year full-time taught course leading to an M.A. or Advanced Diploma in Primary Education.

The emphases in the course are upon Curriculum Development and Childhood, Management of Primary Schools and Research Methods in Primary Education. There is a supervised school-based research and development project. Assessment is by seminar paper, essay and either dissertation (M.A.) or long essay (Diploma) on the school-based project.

Applicants should normally have an honours degree and at least five years' teaching or other relevant professional experience. Applications are invited from teachers, advisers and lecturers, in the field of primary education. The department has strengths in early childhood education and applicants working in infant/first schools are especially welcome. The course is recognised for secondment purposes.

Further details and applications forms from: Information Office, Institute of Education, University of Warwick, Coventry CV4 7AL. Tel: (0203) 524241. (93676) 760000

UNIVERSITY OF BRADFORD
M.A. IN PEACE STUDIES

Applications are invited from suitably qualified candidates for this one-year course (two years part-time). The syllabus covers the study of the areas of conflict; arms control, war and disarmament; processes of social change and non-violent action movements; international resource conflicts; selected problems of industrial societies; philosophy and peace.

The School of Peace Studies is the only university department in the United Kingdom which deals exclusively with peace and related issues. In addition to the M.A. course, the School also has a large research programme.

Applications from those wishing to pursue a research topic for an M.Phil. or Ph.D. will be considered.

Further information and application forms are available from: The Secretary, School of Peace Studies, University of Bradford, West Yorkshire BD7 1DP. (93436) 760000

LINGUARAMA T.E.F.L. COURSES

Linguarama, with over thirty-five schools worldwide offers one-week intensive Courses in Teaching English as a Foreign Language in London, Birmingham, Manchester and Canterbury.

For full details send A4 size SAE to: TEFL Dept., Linguarama Ltd., New Oxford House, 16 Waterloo Street, Birmingham B2 5UG. (93824) 760000

Tuition

HOME TUTORS required throughout Great Britain. Personal Tuition (T.E.S.) Cheadle House, Mary Street, Cheadle, Ches. Tel: 061 428 2285 (24 hours). (07095) 770000

LANGUAGE TUTORS urgently needed asap: French, Spanish, Italian, English. S.W., W. & S.E. London. Tel: 01-467 2281. (93659) 770000

QUALIFIED tutors required in maths-physics, chemistry-biology and other subjects. New agency London area 736 9877 or 736 0144 ev. (09344) 770000

STARTING TUTORING - an informative guide £3.75. Rolfe Associates, Prospect, West Glamorgan SA8 3QZ. (03749) 770000

Awards and Scholarships

LINCOLN CATHEDRAL
A VOICE TRIAL
for the selection of Choristers will be held on
SATURDAY 1 FEBRUARY 1986
Boys entered should be no more than 10 years old. Successful candidates will enter the choir in September 1986. Choristers are educated at the Cathedral School (the choral bursaries are worth £870.00 per annum (day pupils) and £1,251.00 per annum (boarding pupils)).

Additional help may be available for sons of the clergy.

Details and application form from the Headmaster's Secretary, The Cathedral School, Eastgate, Lincoln LN2 1QE. (93351) 780000

WEST SUSSEX
HANDCROSS PARK SCHOOL
(I.A.P.S. Co-educational Preparatory School)
Mainly boarding

The Governors offer up to THREE ENTRANCE SCHOLARSHIPS one of which may be for PUPILS of which may be up to HALF FEES.

Candidates should be between and 8½ years on 1st September 1986.

For Prospectus and further details write to: The Headmaster, Handcross Park School, Handcross, Haywards Heath, West Sussex RH17 6HF or Tel: 0444 400526. (09356) 780000

Personal Announcements

100% MORTGAGES 3¾% X Income. Also available: Secured Loans from £30,000 in 10 days. Whitton Mortgage Service Ltd. 01-446 5481. (14005D) 800000

A.C.V., letter of application or form by professional Teachers a speciality. Dane Services 0747 66008 (time). (01951) 800000

A RARE OPPORTUNITY for caring people to earn £400 - £1200 per month part time, £2000 - £4000 per month full time. As a distributor of a range of effective herbal nutritional products, including a weight loss programme which really works, you will at last earn what your are worth. For details send A4 S.A.E. to: Mrs Miles, 4 Mill Close, Wickhambreaux, Kent CT3 1RP. (13505D) 800000

ALTERNATIVES FOR TEACHERS. Employment opportunities, part or full time. 'Careers in Radio', 'Careers in TV', 'Careers in Writing & Publishing', £1 each. All three £5. Dept. 2, Hamilton House Publishing, Brixworth, Northampton. Access Phone 0604 881888. (94080) 800000

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campus & Action Ltd. 107 Jermyn Street, London SW1 6EW. Please call for written terms. Tel: 01-839 5955. (14196) 800000

IMMEDIATE ADVANCES. £100 to £20,000 arranged, terms on request. REGIONAL TRUST LTD. 31 Clarges Street, Piccadilly, London W1Y 8EP. Phone 01-629 2934. (14619) 800000

JOB-HUNTING Guidance? Helpful booklist. Covers re-written, application forms, interviews, £4.50. Skilltrain, 362 Old Redford Road, Luton LU2 7LS. (01363) 800000

NEED A CV? Professional looking and sensible prices. Details: AVKO (TES), 10 Beverwaard, Exeter EX4 1QX. (13608) 800000

RETIRED CULTURED WIDOWER living Sussex coast and French Riviera seeks cheerful optimistic lady for healthy living, home life, music. Write to Box TES 004644, Priory House, St John's Lane, EC1M 4BX. (93423) 800000

SALARIED PERSONS POSTAL LOANS Loans from £50 - £300 granted without fuss. No security required. For written quote apply 175 Regent Street, London W1. 01-734 3519. (09871) 800000

SAME DAY LOANS & POSTAL LOANS. Unsecured up to £8,000. FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 4 The Green, Richmond, Surrey. Tel: 01-940 9835/2929. Established 1934. (93350) 800000

SCHOOL OF HYPNOSIS Diploma Courses 4 Weekends. Details: 01-359 6991 (01454) 800000

TIME FOR A CHANGE? What can a teacher do to find out? Talk with what's available? Why not write for £3.50 inc. P&P from Basil Skills Unit Ltd., 7-8 Holborn Street, Clapham CB1 TNL. (17490) 800000

WHITAKER'S ALMANACK 1986. In your bookshop now. £12.95. Whitaker your opinions, not your facts right! (14182) 800000

WRITE and sell Children's Stories. Mail tuition Sales assistance. Booklet Children Features, (TES), 179 Barkley Square, Salford, Manchester M3 6BU. (03734) 800000

Christmas gift guide

ILEA COOKBOOK AND MATCHING APRON
The ILEA Cookbook offers a colourful and practical selection of mainly high GI recipes from over 30 countries provided by ILEA pupils, staff, governors and parents. From Chinese to Indian dishes, from main courses to quick and simple snacks. Ann Maddams feast in complete meals – the ILEA Cookbook has somewhere for everyone!
Made in high quality PVC and matching the cover of the cookbook, the attractive dishwasher length apron, with its two pockets and apron design, is a must for the kitchen.
ILEA Cookbook – £2.95 (plus 50p p & p)
Matching Cook's Apron – £2.95
Both items £5.40
Special offer
Cookbook and Apron – £7.40 (plus 75p p & p)
Please send cheque/postal order, payable to the ILEA, to ILEA Publicity Unit, Room 59, The County Hall, London SE1 7PB.
ilea
educating inner London

"Jubilation" – A new stereo tape cassette featuring the high talent of ILEA's musical talent.
ILEA Schools Symphony Orchestra
ILEA Schools Steel Orchestra
ILEA Schools Symphonic Band
You'll find a wide range of music on "Jubilation" ranging from Beethoven's "Pastoral" Symphony to Mercifool Aquarius's "Pirates" and the theme from "Dynasty".
The title track "Jubilation" by Benjamin was specially commissioned by the ILEA and is performed by the ILEA Schools Symphony Orchestra.
Price £3.75 (plus 50p p & p)
Donation to "Save the Children Fund" with every sale.
Please send cheque/postal order, payable to the ILEA, to ILEA Publicity Unit, Room 59, The County Hall, London SE1 7PB
ilea
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For Sale and Wanted

TIES, BADGES, ETC. Efficiently produced at reasonable prices established many years, a name known all over Britain by satisfied schools - Morleombe Ltd. PO box 19, Prestwich, Manchester M25 5AA. Tel: 061-796 6882. (09464) 860000

THE TIMES (1914 - 1985). Quite what to give someone as original issues; dated the very day they were born? £15.95. (09431195. (02870) 860000

CARPETS and Carpet Tiles almost trade prices. Nationwide. Free delivery. Cleaning. Covers. Carpets. Quotations. Turnpike Carpets, Turnpike Ind. Est., Leeds LS27 7LW. Tel: 07548 7188 or 71164. (14D4D69) 880000

Holidays and Accommodation

CUMBRIA
HOLTHWAITE SCHOOL
Lake District
Self catering for 24 people £5 per person per night. Open all year.
Details: Secretary, Holtwaite School, Trustees of Charnley Charitable Trust, Church Street, Ambleside, Cumbria. (93429) 880000

DRISCOLL HOUSE 80% vacancies, partial board, £60 p.w., all meals, Aga, 17th Century farmhouse, 1½ miles Kent/Sussex border. Tel: 01-858 1713 or 0732 463175. (51880) 880000

GITES DE FRANCE Selection of cottages in Normandy. Brochure: Tel: 0922 [illegible]. (01961) 880000

ITALFLIGHTS
THE SPECIALISTS TO ITALY

Milan	£80	Palermo	£90
Rome	£100	Venice	£80
Naples	£109	Pisa	£80

Phone us on 405 6771
125 High Holborn WC1

SUMMER JOBS IN AMERICA
Children's summer camps in America need 1000's to live with and teach sports, drama, music etc to children, from mid-May to mid August. Return flight, board & accommodation plus $250-$300 pocket money arranged for those with relevant experience working with children.
For further details of this great opportunity and a free visit to the USA, contact The Counsellor Group, 222 Vauxhall Bridge Road, London SW1V 1EJ. 01-828 9544.

MID WALES. Pantyrhion Hall, Pontrhydfendigaid, Ystwyth, Dyfed. Self catering accommodation for individual groups and residential trips. Adventure Holidays. Write or phone 0341 [illegible] for details. (01955) 880000

SOUTH OF FRANCE Near Nice and Pyrenees. Mobile home to let sleeps 4/6. Tel: 01-858 0410. (93314) 880000

Home Exchange Holidays

IT'S AN EDUCATION!
Home exchanging offers a chance to see the world at low cost and in comfort.
For details write (TES), Home Holidays, 39 Hinckley Road, Derby DE23 6BX. (01847) 910000

THE REAL FLAVOUR of another lifestyle - rent for 60 countries. Interval Exchange, Petersfield, Hants. Tel: 0382 66801. (94601) 900000

Field Study Centres

MID WALES
RHEIDOL STUDY CENTRE
Brand new purpose built residential centre for 30 students. Carpeted C.H. throughout. Choice of four Study and Outdoor Activity programme. Fieldwalling for small tourism. Fully qualified staff.
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